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ABSTRACT

This program guide is designed for elementary students that need special services to learn most efficiently. The program, conducted at three sites within the district and later validated at two other sites in Oregon, measures current behavior and develops an instructional sequence to meet prescribed objectives. The mainstreaming approach of the program is to facilitate participation in regular classes of students typically described as emotionally handicapped, educable mentally retarded, learning disabled, or physically handicapped. A procedural and sequential plan, based on behavioral objectives, is established for teaching each child a needed skill. Daily monitoring of academic and behavioral progress is recorded. Step-by-step instruction in planning, budgeting, selection of staff and students, operation, forms, and lists of equipment, is offered to assist school districts in establishing a similar program. (MLF)

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MAINSTREAMING:

THE EDUCATIONAL RESOURCE CENTERS MODEL

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MAINSTREAMING:
THE EDUCATIONAL RESOURCE CENTERS MODEL (ERC)

This adopter's guide is the product of the Educational Resource Centers (ERC) program developed and operated by the Jackson County Intermediate Education District from 1972 through 1976. Supported by funds granted by the Oregon Department of Education through Title III, Title IV, ESEA, and the State Handicapped Child Program, the ERC program was conducted at three sites within the district and was later validated at two other sites in Oregon. The ERC is included in the Promising Practices Inventory of the Oregon Department of Education.

Comments and suggestions about the ERC and this guide will be of interest to the Jackson County Intermediate Education District and of help to other districts who prepare adopter's guides. Readers are asked to fill out and return the questionnaire that appears as the last sheet of the guide. The questionnaire is to be returned to the Department of Education.

Jackson County Intermediate Education District
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Warm thanks to the classroom teachers and administrators of the local districts in Jackson County, and to the Jackson County IED.

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Diane Warrick
Project Director

Steve Isaacson
Staff Trainer

DEDICATION

To the children of Central Point, Little Butte, Salem Heights, Talent, and Walker Elementary Schools.

You demonstrated that every individual is valuable to the school community.

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INTRODUCTION

The Educational Resource Centers (ERC) program in Jackson County is designed for elementary students who need special services to learn most efficiently. This includes students who are typically described as:

1. Emotionally Handicapped
2. Educable Mentally Retarded
3. Learning Disabled
4. Physically Handicapped

An Educational Resource Center is a place where a child goes for specific periods of time, usually on a regular schedule. The center provides academic and/or social skills instruction in order to continue and increase a student's enrollment in a regular class. Instruction may be provided directly to the child or indirectly through consultation with the child's teacher. The center's services also include program preparation and diagnostic testing.

Each center is staffed by a resource teacher and a full-time assistant. The teacher must be state certified to instruct at least one of the four types of students listed above. The program also makes available the services of a behavior specialist who works with children with behavior problems in the classroom.

The program is based on the philosophy that the most effective and humanistic approach to the education of children with special needs is to teach each child according to his/her specific needs. The child's strengths and weaknesses are determined by a careful analysis of his/her skills and deficits. These skills and deficits, both academic and social, are specified in terms of student behavior to give the teacher direction on planning for the child. Therefore, the term behavior is emphasized in this model and refers to both the academic and social behavior necessary to function successfully in the classroom.

Students are accepted for ERC programming after referral by parents, school, or social service agencies. The referral states the present behavior and terminal objective(s). The program measures current behavior and develops an instructional sequence to meet the objective(s). When the specified objectives are met, the ERC discontinues programming and provides follow-up service to the referring party as necessary.

Important components of the program include:

1. Mainstreaming - Each child in the program is enrolled in a regular class within the building. The child starts the day there for attendance and lunch count. The child participates in as many regular class activities as possible.

2. Behavior analysis - Each child's current performance is analyzed by identifying the frequency of specific behaviors. Consequences which increase and decrease those behaviors are determined.

3. Servicing across handicapping areas - With the behavioral approach, each child is regarded as an individual and not labeled according to handicap.

4. Individualized instruction - The program for each child is based on his/her own skill deficits and learning rates.

5. Prescriptive programming - A procedural and sequential plan, based on behavioral objectives, is established for teaching each child a needed skill.

6. Daily monitoring of academic and behavioral progress - Decisions about each child are based on his/her daily performance data.

The commitment to a mainstreaming approach is based on important philosophical and legal considerations, as well as on the research related to mainstreaming.

PHILOSOPHICAL CONSIDERATIONS

Among the philosophical considerations is the argument that a handicapped child has a right to the same opportunities and experiences as an advantaged child. Placement in an isolated, self-contained class not only deprives the child of these experiences, but also limits his/her adjustment to society. In such a placement, the disadvantaged child has no chance to learn social skills from normal peer models. Similarly, the advantaged students do not have the experience of adjusting to the handicapped.

Nowhere in our society is the importance of being "normal" and conforming to a norm as great as it is in the elementary school. As Keith Beery (1972) points out, when a child is separated from his peer group, he and his peers are both aware of the fact that he is different, and there is a considerable loss of self-esteem. The stigma associated with special class placement is well documented (Jones, 1972; Jones, 1973).

RELATED RESEARCH

Thus far, research relating to mainstreaming mostly deals with the ineffectiveness of traditional self-contained programs. The findings of Bennett (1932), Kirk (1964), Hoelke (1966), Smith and Kennedy (1967), and Johnson (1962), are summarized by Dunn (1968). Dunn points out that in spite of having more money per capita and lower teacher/student ratios, retarded pupils can consistently make as much or more progress in the regular classroom as they do in the special education class. Efficacy studies on programs for other mildly handicapped children, including the study by Rubin, Senison and Betwee (1966), come to the same conclusions.

Studies on teacher expectations, such as the one by Rosenthal and Jacobsen (1966), suggest that children labeled and isolated as mentally retarded will not perform to maximum potential.

In addition, the research on modeling shows that a variety of academic and social behaviors can be learned from an appropriate peer model through the combination of observation and vicarious reinforcement. Studies show that such inappropriate classroom behaviors as hitting, kicking, poking, (Csapo, 1972), withdrawal (O'Connor, 1969), hyperactivity (Csapo, 1972), and ineffective listening habits (Ross and Ross, 1972) can be significantly reduced by rewarding peer models for attention to school tasks. Cognitive and academic skills such as using grammatical rules, seeking information and problem solving can be effectively taught by modeling (Malouf and Dodd, 1972; Rosenthal, Alford, and Rasp, 1972; Ryan Kobasigawa, 1971; La Fleur and Johnson, 1972; Lovitt, 1972). These studies suggest that seeing successful peers praised for their efforts in the classroom encourages the handicapped child to perform similar tasks.

LEGISLATION AND COURT DECISIONS

The right of handicapped children to a free public education has been established by the courts, beginning early in the 1970's.

In 1971, the Pennsylvania Association for Retarded Children went to federal district court to secure free public schooling for mentally retarded children. This stimulated the filing of over 40 cases in the last four years involving the educational rights of the handicapped. These cases have established the following precepts: (a) every exceptional child is capable of benefiting from an education, and (b) education is a right which must be made equally available to all.

Labeling handicapped children and placing them in special classes has been an issue in several cases, including Diana versus State Board of Education of California. The results of the various cases have established (a) due process for placement and (b) limitations on the use of intelligence tests. In general, the courts have expressed a preference for placing handicapped children in regular classes and have required extraordinary justification for placements in isolated classes or special schools.

Based on the above litigation, the rights of the handicapped to a public education have been established. It has become the obligation of educators to meet the educational needs of these children with appropriate programs.

II. PROJECT HISTORY

DESCRIPTION OF COMMUNITY

Jackson County has a population of approximately 102,000. The Jackson County Intermediate Education District serves the 10 school districts of the county which together are responsible for approximately 24,300 school-age children. The Educational Resource Centers project served approximately 100 children in 1975-76 from 9 of these 10 districts.

PREVIOUS SERVICE

Prior to the establishment of the Educational Resource Centers model, the Jackson County Intermediate Education District and local school districts provided a series of self-contained classes for the educable mentally retarded. No direct services were offered to students with learning disabilities or emotional handicaps. Jackson County IED did provide service for multi-handicapped children, hearing impaired children, and children with speech impairments. Local districts provided Title I service; however, this was generally limited to reading programs for primary-level children.

PROPOSED CHANGE

During 1972, the Jackson County Intermediate Education District, in conjunction with the Exceptional Child Division of Teaching Research, OSSHE, wrote a joint Title VI ESEA, State Handicapped Child Program, pilot project to establish Educational Resource Centers. This pilot project was written to bring the district service model into closer alignment with legislation, court decisions, and research relating to mainstreaming. It provided the IED with a service model that extended services to students with learning disabilities and emotional handicaps and maintained them in regular class placement for a portion of their school day. This Title VI project was funded for the 1972-73 school year and, upon successful completion of the pilot, funding for further development was received through Title III for the years 1973-75. During the 1975-76 school year the transportability of the model was verified by two replications. Successful validation of the project was conducted by the Central Point and Salem school districts. The validation year provided data regarding the transportability of the project and its application in both urban and rural areas. The 1976-77 school year will be devoted to dissemination activities. Services available to local school districts include awareness and adoption activities. Brochures or other printed materials, conference presentation or inservices may be used to promote awareness. Procedures for adoption will be individually established with contracting school districts, but may include on-site training for staff, home site monitoring and follow-up contacts.

PROGRAM OBJECTIVES

The specific goals of the project for each participating school were:

1. To enroll* 90 percent of the elementary aged educable mentally retarded, emotionally handicapped, learning disabled, physically handicapped children into regular elementary classes within eight weeks of program initiation by the Educational Resource Center.
2. To integrate 50 percent of the above population into regular classes, 75 percent of each instructional day within 175 instructional days.
3. To integrate 100 percent of the above population into the regular school program 25 percent of each school day within 175 instructional days.
4. To have project children acquire 75 percent of individually stated program goals by the end of the school year.

* "Enroll" is defined as being in the regular classroom daily for attendance and lunch count.

FUNDING

Over the three-year period of the Jackson County Educational Resource Centers' development and validation, the project has been jointly funded by local, state, and federal monies. Title III and IV monies were used for development activities and salaries for the project director and secretary. Staff positions (Educational Resource Centers teachers and instructional assistants), supplies and other program expenses have been provided through state and local funds. The Jackson County Intermediate Education District provided local funds through its resolution program for special education. A percentage of approved costs was reimbursed through the Special Education Division of the Oregon Department of Education (ORS 343).

RESPONSE OF COMMUNITY

Support for the Educational Resource Center project has been widespread. During three years of development and service to over 300 students, there has been only one incident where parents did not give permission for their child to participate in the program. Generally, parents have supported the program because the children participating are not labeled as handicapped, they are not removed from regular classrooms or peers, and because service has been efficient and effective.

Support among school personnel has been an outstanding feature of the project. In anonymous questionnaires completed during each project year, regular class teachers have supported the dual placement of special students in the regular class and resource centers. Teachers have overwhelmingly indicated that the resulting social contact has benefited both normal students and those with special needs. Teachers are particularly in favor of the project's flexibility, responsiveness to teacher-established objectives, and the cross-categorical service model.

Several public service agencies, such as the Children's Services Division, have been involved with the project through joint responsibility for children served. They have supported the project and particularly have appreciated the services for learning disabled and emotionally handicapped children. These services had not previously existed in the county. Resource teachers have worked closely with CSD case workers and public health department nurses in providing programming for children.

BRIEF OVERVIEW OF PERSONNEL

Personnel involved in the project over the development period have included special education director, project coordinator, resource center teachers, resource center instructional assistants, consultants, and evaluators. School principals and their regular teaching staff have had important roles in the development of the project, as have other special education personnel who were working with project children.

During project planning, a team composed of the special education director, project coordinator, and local district representatives met to discuss instituting Educational Resource Centers in each building. Once sites were selected, planning continued with the above team, as well as with the building principal and selected classroom personnel. Responsibilities and personnel requirements for each of the positions above are found in Section IV.

TRAINING OF PERSONNEL

Primary training of Educational Resource Center personnel took place on the job. This was done through a combination of inservice training, observation and consultant services. For the two developmental years of the project, consultant services were obtained through Dr. Bill Moore, Exceptional Child Division, Teaching Research, Oregon State System of Higher Education, Monmouth, Oregon. Dr. Moore conducted training sessions on classroom management and prescriptive programming. Training objectives and procedures developed in this phase of the project are found in Section IV. Inservice training was conducted weekly with entire Educational Resource Centers staff. The staff met one to two hours each week for instruction by the project coordinator in the above areas, plus task analysis, data collection and interpretation. An integral part of the training model involved weekly observations of staff. Immediately after these observations, feedback was given and personal growth objectives were set with staff members on a monthly basis to improve their skills.

PROJECT PARAMETERS

The Educational Resource Center project was established to meet the needs of mildly handicapped children within

Jackson County. Mildly handicapped children are those children who are eligible for service in the State of Oregon under the definitions of the educably mentally retarded, learning disabled, mildly emotionally handicapped, and the physically handicapped. Services not provided by the project, but provided by other IED special education programs included speech therapy, services for hearing and visually impaired, and services for the moderate or severely retarded. While the Educational Resource Center was intended primarily for mildly handicapped children and not the other populations described, the program guidelines were flexible and students were frequently transferred within IED special education programs. For instance, a child formerly in a program for the trainably retarded who demonstrated progress could be transferred to the Educational Resource Centers' program and to a regular classroom.

FUTURE GOALS

Future goals of the Jackson County Educational Resource Centers project include:

1. Expanding the number of Educational Resource Centers to provide more comprehensive service for children and eliminate busing children to a school outside their attendance area.
2. Continuing expansion of the project at the junior high and senior high level.
3. Continuing development of testing and prescriptive program packets. (see appendix B)
4. Continuing development of objectives bank. (see Appendix A)

BRIEF OVERVIEW OF MANAGEMENT STRUCTURE

An important component of the Educational Resource Center program is frequent observation and feedback to staff.

To use this type of feedback system, it is important that an administrator be assigned to train and evaluate project staff. This position could be filled by the project coordinator or by the person primarily responsible for evaluation of staff, such as the principal of the school housing the Educational Resource Center, or the director of special education. This coordinator is directly responsible to his/her director or assistant superintendent who then handles budgeting and other administrative functions. Whoever acts as coordinator should allow a minimum of two hours a week per first-year Resource Center for staff observation and feedback.

The same feedback system is maintained throughout the ERC program. Therefore, just as the project coordinator is responsible for training and evaluating Educational Resource Center teachers, the teachers, in turn, are responsible for training and evaluating their instructional assistants and volunteers.

MANAGEMENT ROLES AND RESPONSIBILITIES

The responsibilities of management personnel listed below are based on the model followed by the Jackson County IED:

Intermediate Education District Superintendent

The IED Superintendent introduces the program to the individual district superintendents and boards, makes budgeting decisions, and recommends ERC staff to the District board for hiring.

District Superintendent

The district superintendents perform the same function with their own boards and they or their designees make final decisions regarding initiation and location of the resource centers in their districts.

Special Education Director

The special education director is integrally involved in planning and operating the project. He/she supervises the project coordinator, develops budgets, and acts as a liaison with assistant superintendents or curriculum directors in local districts and state department representatives. The special education director may introduce the model to local districts.

Program Coordinator

The program coordinator is responsible for assisting in the selection of staff and evaluating and training project staff. Day-to-day responsibilities include establishing and training staff in procedures, providing inservice for regular school personnel, acting as a liaison with building principals, developing new procedures, project forms, and instructional materials, and providing weekly training to experienced staff members. Whether or not adopting districts have a program coordinator, it is vitally important that a responsible person, such as the building principal, become directly involved in these procedures.

Building Principal

The building principal at the ERC site helps interview and recommend ERC teachers for hiring, serves as a program advocate, reports on the program's impact on the school, serves as arbiter in problems with referrals, schedules or communication, and helps arrange inservice workshops.

The principal also decides on the appropriateness of referrals to the ERC, discusses the children's programs with the referring teachers and co-signs referrals. He/she attends staffing conferences on students admitted to or dropped from the program. The principal assigns homerooms for students referred from outside the school attendance area and consults with parents when a move to a different school is involved or a significant change in services is recommended.

Schools in which the ERC serves children from other attendance areas may have problems with class size. In these cases, the principal should advocate policies that support the ERC, while attempting to maintain appropriate class size. Including handicapped children in class activities may require additional time from the classroom teacher. If this becomes a problem, the principal can assign volunteer or aide time proportionate to the number of handicapped children in each class. When such decisions are made by the principal, they are apt to be accepted by the classroom teacher.

PROCESS OBJECTIVES

Process objectives during the Jackson County development years included the following:

ERC Teachers:

1. Distribute ERC referral forms to all teachers within one week of school opening.
2. Accept referrals on a first come, first served basis, with priority given to most severe cases. Decisions regarding each referral are to be made within 15 school days.
3. Within two weeks of accepting a referral, have a baseline taken on the student and initiate a written prescriptive program. All programs are to include: behavior objectives, baseline, materials, criteria, sequence, cue, consequence, data collection.
4. See that data are recorded on each program.
5. Visit at least two integrated programs during the school year.
6. With other ERC staff, develop and administer a teacher attitude questionnaire to all participating teachers.

Project Coordinator:

1. With the ERC staff, hold inservice the first week of school for the total staff of each school to train them in ERC procedures.
2. With the ERC teacher, write personal growth objectives to be met by that teacher on a monthly/quarterly basis.
3. With all resource teachers attend 30 weekly staff meetings sponsored by the project management team.
4. Monitor each program initiated by ERC staff at least twice.

PROGRAM BUDGETS

An Educational Resource Center's program budget will require the following areas of consideration:

Personnel: It is recommended that personnel be paid according to district guidelines without preferential treatment. In the Jackson County program, the ERC personnel (coordinator, secretary, teachers, instructional assistants) were paid according to contracts between the Jackson IED and Jackson Education Association and Jackson Classified Employees Association.

Travel: The ERC staff should be reimbursed for travel from the home school to another building for observation, testing, and staffing conferences. For the first year or two, adopters may also wish to provide for observation trips to other districts employing a mainstream philosophy. During the two developmental years of the Jackson County program, the ERC teachers and coordinator made a minimum of two such trips yearly.

Supplies: Centers can be expected to operate with whatever supplies budget is available within the district's special education program. Optimally, a supplies budget for a first-year center might be $1,000 for the one-time purchase of permanent materials. Educational Resource Centers in Jackson County had a materials budget of $300 per year and an equipment budget of $100 per year. Suggested supplies are described in Section V.

Cost effectiveness: The following cost effectiveness estimates are based on data from the Jackson County program. Initial implementation cost was estimated at $24,699 for each center for the 1974-75 school year. Developmental cost for the 1975-76 school year was $5,932 per center. The total operational budget per center for 1975-76 was $20,577. Annual per-pupil cost for an average of two hours of direct instruction per day was $1,067, based on 20 students.

SECURING SUPPORT

SECURING SUPPORT

Cooperating School Districts

During the development of the Educational Resource Center a series of inservice meetings may be needed to secure support from the school district, particularly the principal and staff of the school housing the Educational Resource Center.

The IED superintendent or special education director should contact the local district. The program coordinator should then meet with district administrators to present the rationale for mainstreaming, outline the legal implications and supporting research, and discuss the model.

Once approval is received for the establishment of an Educational Resource Center within a district, an inservice session should be held with the district board, district principals and then the total school staff of the school housing the Educational Resource Center. Orientation of the school staff should emphasize rationale and procedures for mainstreaming rather than characteristics of handicapped children. The principal and ERC teacher should meet with each classroom teacher to request his/her participation as a homeroom teacher.

Principal and School Staff

Of extreme importance to the success of the program is the support of the principal and teachers at the ERC site.

The principal should be familiar not only with the philosophy and research supporting mainstreaming, but also with the practical aspects of the project's operation, such as how the program is evaluated, the importance of communication between the regular class teacher and the resource teacher, the role of parents in the referral process, and the kind of instruction and classroom management techniques the resource teacher will use. An excellent reference to give the principal is Principal's Guide to Mainstreaming, 1975. (To send for copies, write to: Croft-NEI Publications, 24 Rope Ferry Road, Waterford, CT 06386.)

The role of the regular class teacher in the mainstreaming process is vital. It is important that the school staff be made aware of plans to implement a new program and have a voice in regard to its function and services. An initial inservice presentation should include the philosophical considerations, research basis, legal reasons, and details of the ERC model. Continuing opportunities for inservice training should be made available when they are needed as indicated by the principal or teachers.

Some teachers will not initially agree with a mainstreaming approach or the ERC's educational philosophy. However, experience has demonstrated that the classroom teacher will cooperate when he/she understands the reasons why the ERC functions as it does, regardless of agreeing or disagreeing with that philosophy. A clear statement of reasons and goals can lay the groundwork for mutual understanding and cooperation.

The classroom teacher who has a mildly handicapped child should be encouraged to:

> Understand and demonstrate through teaching that learning is incremental in nature and that each child moves along that sequence at a different pace.
>
> Apply learning theory in teaching and classroom management.
>
> Create an attitude of acceptance and understanding toward individual differences.
>
> Acknowledge "ownership" of the child and include him/her in field trips, movies, and special activities, as well as the regularly-scheduled periods the child is in the room.
>
> Ask the ERC teacher for information on the child and advice as to effective techniques to use.
>
> Participate in staffings and decisions concerning the child.

Other Resource Services

It is important that members of other resource programs within the school or district be well informed about

STAFFING ERC

the Educational Resource Center. This might include building resource personnel such as the librarian, Title I staff, counselors, social workers, or personnel from other school-related programs. The ERC program should be carefully introduced to these staff members, so it does not appear to usurp their own programs. Whenever another program is available in the school that provides similar service, such as Title I, the ERC staff should be encouraged to meet with that staff on a regular basis to maintain good communication regarding children jointly served.

Community

Securing support in the community can be done through the local district. The building which houses the resource center and parents of children attending the resource center are the first to be aware of the program. Once the program has been firmly established, it may be publicized through PTA, other public service agencies, or newspapers. The resource center and the project coordinator should keep on hand a supply of brochures which can be distributed to building visitors. Building principals are encouraged to show visitors the project. This can promote the feeling that the resource center program "belongs" to the school in which it is housed.

STAFFING ERC

Personnel Requirements

Project Coordinator: The project coordinator of the Jackson County Educational Resource Centers had a Master's Degree in Special Education and experience both in special education teaching and administration. Important skills for the position include the ability to train staff in areas such as task analysis, prescriptive programming, individualization of instruction, behavior analysis, data collection and interpretation. It is important that the project coordinator demonstrate good interpersonal skills in dealing with both regular and special staff.

Educational Resource Centers Teachers: One teacher should be hired for every Educational Resource Center. Teachers should hold teaching certificates with endorsements for the educably mentally retarded, learning disabled, or handicapped learner (beginning in 1977). Ideally, they would have some prior teaching experience. Educational Resource Centers teachers should be open to new concepts in dealing with exceptional children and should enjoy working with both adults and children.

Instructional Assistants: Each center should have one instructional assistant. Assistants should have at least high school diplomas and some experience in dealing with children, although applicants with bachelor's degrees in psychology or education, and direct experience with children in a school setting would be preferable. Good interpersonal skills and openness to learning situations are considered important for these positions.

Project Secretary: A full or part-time Educational Resource Centers secretary is important, as the establishment of such a program requires significant documentation including typing, filing and copying. The secretary should be skilled in dealing with the public, particularly parents of ERC children, and competent in administrative assistance and clerical work. Experience as an education secretary would be helpful.

Incentive Aides (optional): These aides should be under the direct supervision of the Educational Resource Centers teacher, but should work in regular classrooms to help those children who also attend the Educational Resource Centers. The concept of providing classroom teachers with an incentive to work with handicapped children can be most successful and districts are encouraged to adopt it whenever possible. The aides could be assigned to classrooms by the building principal to instruct ERC children, or other children while the teacher is working with ERC students.

SELECTION

OF

STUDENTS

Behavior Specialist (Optional): Adoptors may wish to offer the additional services of a behavior specialist. The behavior specialist works with children without significant academic skill deficits who are referred because of behavior problems. The specialist provides direct behavior intervention in the child's classroom, thereby eliminating the need for the child to leave the regular class setting. This direct service model is recommended as it significantly improves the maintenance of the child's appropriate behavior in his/her classroom and develops management skills in the classroom teacher which can be used with other students. Information regarding the model employed by the behavior specialist is available from CORBEH (Center on Research for the Behavioral Education of the Handicapped), 1590 Willamette, Eugene, Oregon.

Volunteers: Volunteer assistants may be recruited from local junior highs, high schools, colleges, or from the community. Minimum requirements are an expressed interest in children and regular attendance.

Training Procedures

Job descriptions for Educational Resource Centers staff, Section VI, can provide the basis for their training. Training should occur on both a group and individual basis. Staff should be observed on a weekly basis and objectives established for them on a weekly, monthly or quarterly basis for skills they need to gain. In addition, an inservice meeting might be held for the entire staff for two hours weekly to develop skills needed by a majority of staff members. Topics should include research, data collection techniques, task forces on development of new forms and procedures, prescriptive program presentations, and brainstorming on problems noticed by staff.

Training Evaluation

Staff are evaluated on their job description (quarterly), and on a weekly observation form, Section VI. Weekly observation forms measure classroom management procedures and maintenance of students' newly learned skills. The quarterly evaluation relates to student curriculum development; management and evaluation; instructional teaching skills and behavior management; communication with parents, school personnel and community; management and supervision of time, personnel, equipment and facilities; and personal and professional growth objectives.

SELECTION OF STUDENTS

Eligibility

Students eligible for Educational Resource Centers service should include: learning disabled, emotionally handicapped, mentally retarded, and physically handicapped. In Oregon, eligibility criteria for special service for these students is determined by the state.

In addition, children can be accepted for programming in one or two specific skills alone if space is available. For example, a child may be referred on a short-term basis simply to learn the letter sounds or subtraction facts.

Priorities in Enrollment

Students should be on a first-come first-served basis with the following priorities:

1. most severely handicapped
2. youngest students

Others could be accepted as space permits. ERC enrollment with a fulltime teacher and teacher assistant should be limited to approximately 20 students a day. This number could vary depending on the length of time students spend in the ERC.

Referral

Students could be referred by the teacher, principal, parent, or by supportive services such as Headstart or Mental Health Division. The referral form should be filled out by the referring party and sent to the ERC. (A more detailed discussion of the referral procedure, the referral form, and guidelines for its use are found in Section V).

START-UP PROCEDURES FOR ERC TEACHERS

Teacher Checklist

This is a checklist of tasks to be completed by the Educational Resource Center teacher at the beginning of the school year. Some need to be completed before school begins and others when the students arrive.

Before the students arrive:

____ 1. Introduce yourself to any new school staff. Briefly explain the ERC and your role. This is an important thing to do every fall.

____ 2. Arrange with the principal to make a presentation at a faculty meeting. Remind the staff of the ERC services and the referral process. If your center serves children from other schools, contact the principals of those schools. Ask to make a presentation during their preservice week.

____ 3. Decide on a method of recording teacher and parent contacts and begin to record them.

____ 4. Follow up any new referrals by scheduling staffings according to the staffing procedures in Section V.

____ 5. Review the previous spring's staffing reports for recommendations regarding this year's program for each returning child.

____ 6. Check the previous spring quarter's Objectives Records Form to see which programs will be continued and what appropriate new diagnostic and/or pretesting needs to be done.

____ 7. Check with the speech therapist, Title I reading teacher, or other specialists to coordinate any other services the child may receive.

____ 8. Contact each child's homeroom teacher. (Obtain a list of homeroom assignments from the principal if you do not already have one.)

____ a. Together with the teacher, fill out the Cooperative Objectives Form, making a carbon copy to leave with the teacher.

____ b. Obtain from the teacher a time schedule of his/her class activities and specify what time the child will be moving between the ERC and the homeroom.

____ 9. Make a schedule board or chart displaying the times children will be coming and going from the ERC.

____ 10. Organize the room and materials appropriately for individual activities, small group lessons, and independent seatwork.

____ 11. Put up a calendar.

____ 12. Check out any audio-visual equipment you will need from the school or IED instructional materials center.

____ 13. Make sure you have enough forms: Daily Data Sheets, Objectives Records Forms, etc. Have your aide or the project secretary make any additional copies you need.

____ 14. Make sure you have enough testing materials. Order any additional forms you may need.

____ 15. Put together the students' work folders, stapling a Daily Data Sheet and Program Alteration Form to the cover.

____ 16. Prepare a place to put the students' folders and materials where they will be easily accessible. Folder shelves can be made from wood, cardboard, or big round ice cream cartons fastened together.

____ 17. Prepare seatwork activities and interest centers to occupy the children during the first week of class while you are testing.

____ 18. Make a rules list to be posted in the room. Plan activities to teach the rules to the children. The list should be short and very simply stated.

____ 19. Discuss with your aide or assistant procedures for correcting work and recording data.

____ 20. Schedule on your calendar times to observe your assistant and/or volunteers in instructional activities.

When the students arrive:

____ 21. Give the necessary diagnostic tests to both returning and new students according to the procedures in Section V.

____ 22. Identify objectives for each student according to the procedures in Section V.

____ 23. Based on your testing and individual objectives, schedule instruction times in ability groupings and one-to-one teaching. Mark these times on your schedule chart.

____ 24. Pretest the children according to the procedures outlined in Section V.

____ 25. Ask the principal about school policies regarding volunteers. Then contact the local college, high school, or parent group to recruit volunteers if you need them.

Student Work Folders

The students' work folders can be made from manila file folders or PeeChee folders. The Daily Data Sheet should be stapled over the Program Alteration Form on the front of the folder and the child's name printed on the lower left corner. The child's seatwork goes inside the folder. On the inside flaps of PeeChee folders, write "I do" on one side and "I did" on the other. The child takes work from the "I do" side and places it in the "I did" side after it has been finished and corrected.

First-Week Activities

Independent activities for the first week should include a variety of things to do. These activities could teach rules and classroom procedures. They could be simple readiness activities and learning games, both seatwork and activities that involve movement. Here are just a few ideas for an Educational Resource Center:

1. Make ditto worksheets to introduce the teacher and teacher assistant. On the bottom of the worksheet, make dotted guidelines for the child to trace the teacher's name in neat manuscript. Simple instructions should say:

   Say my name.
   Write my name.
   Draw a picture of me.

2. If your school has a Language Master machine, print each rule on a Language Master card. As a child runs each card through the machine, he/she draws a line on a corresponding worksheet from the rule to a picture which shows the child performing each rule. Make a short cassette tape explaining each rule.

3. Tape a children's story on a cassette which children can listen to with headsets.

4. Have the children help in decorating bulletin boards, cutting out letters or pictures from magazines.

5. On a ditto with large blank boxes, have the children draw a comic strip telling about a summer adventure.

6. Make a word search puzzle with the names of all the children and teachers.

7. Introduce items of equipment, resource materials, games, etc., by labeling them and sending the children on a treasure hunt. Have the children check each item on their list as they find it.

8. Train one or two older returning students to teach the younger ones how to use equipment and machines, how to chart, or fill in a graph.

COOPERATIVE OBJECTIVES

GUIDELINES

These are instructions for using the Cooperative Objective Form. Following is a copy of a blank form and a completed form.

The Cooperative Objective Form is to be filled out by ERC teachers and all cooperating homeroom teachers.

1. Make an appointment with the homeroom teacher to discuss the child's program at the beginning of the year.
2. For those children referred for specific skills, write those programs for which ERC will be responsible under each subject heading necessary.

EXAMPLE:	Math	ERC
	Add facts	X

3. For each subject heading check appropriate column for who carries the responsibility.
4. Each quarter this original outline of cooperative objectives should be reviewed.
5. Give a carbon copy to the classroom teacher.

Educational Resource Centers
Title IV, ESEA
Date ____________________

COOPERATIVE OBJECTIVES FORM

These objectives have been cooperatively determined by ______________ and ______________ as educational goals for ______________ for the term of ______________ to ______________.

Under each subject area outlined is space where specific needs can be itemized.

Projected ERC termination time should be reevaluated quarterly also.

	CLASSROOM	ERC	OTHER	OBJECTIVE MET
I. Language Skills				
Reading				
Spelling				
Writing				
II. Math				
III. Social Studies				
IV. Science				
V. P.E.				
Health				
VI. Music				
Art				
VII. Social Skills				
VIII. Special Interest Projects				
IX. Other				

Educational Resource Centers
Title IV, ESEA

Date Aug. 27

COOPERATIVE OBJECTIVES (SAMPLE COMPLETED FORM)

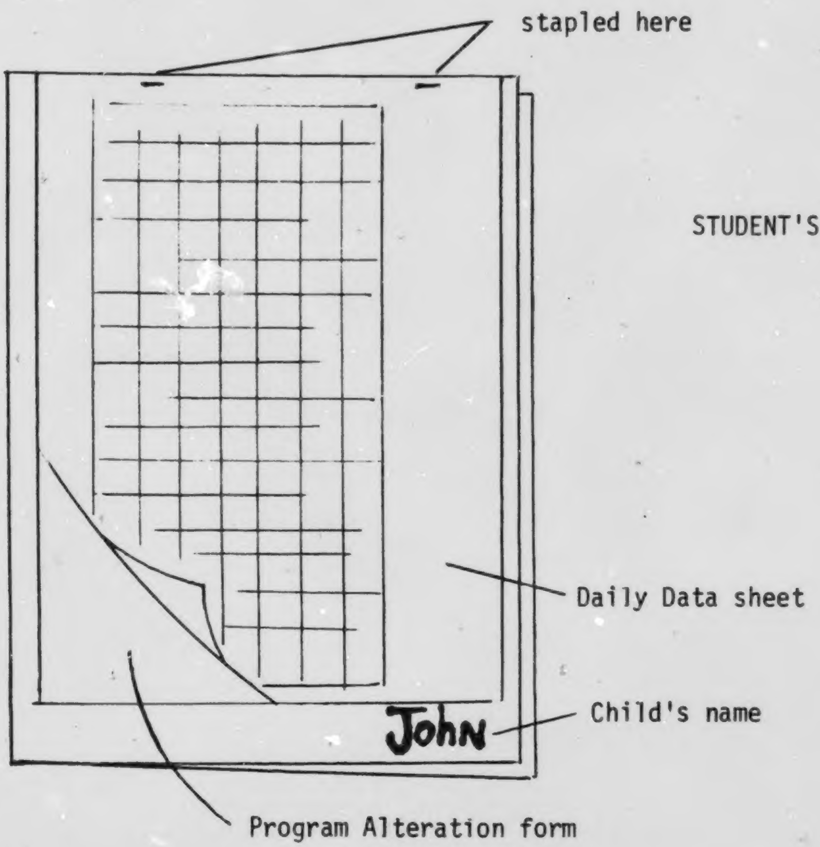
These objectives have been cooperatively determined by Mrs J. and K.C.H. as educational goals for Jimmy for the term of Sept. 2 to Oct. 31.

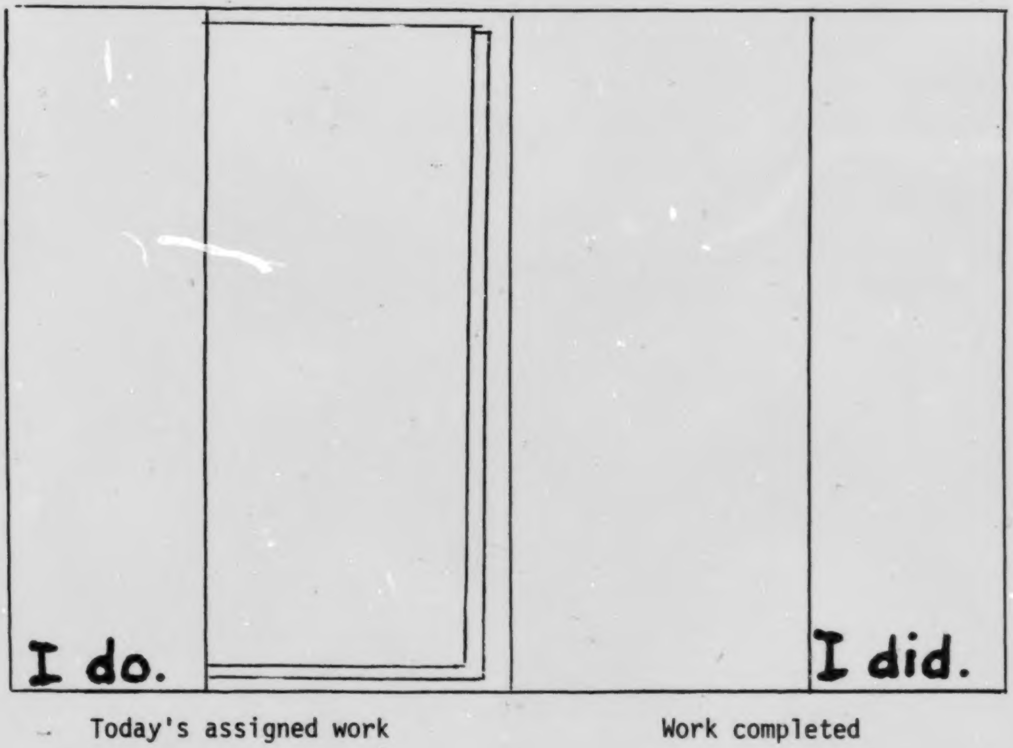
Under each subject area outlined is space where specific needs can be itemized.

Projected ERC termination time should be reevaluated quarterly.

	CLASSROOM	ERC	OTHER	OBJECTIVE MET
I. Language Skills				
Reading basal & phonics		X		
Spelling		X		
Writing	X			
II. Math	X			
Add + sub. facts		X		
III. Social Studies	X			
IV. Science	X			
V. P.E.	X			
Health	X			
VI. Music	X			
Art	X			
VII. Social Skills	X			
behavior program in ERC		X		
VIII. Special Interest Projects				
films	X			
IX. Other				
speech therapy			Mrs Stoner	

STUDENT'S WORK FOLDER


stapled here
Daily Data sheet
John
Child's name
Program Alteration form


I do.
I did.
Today's assigned work
Work completed

REFERRAL PROCESS

REFERRAL PROCESS

There are two ways children can be referred for ERC service. In addition to the standard referral process, children are sometimes referred informally by their classroom teacher for short-term work on specific skills only.

Standard Referral

The standard referral process involves the following steps:

1. Submission of the referral form: Children can be referred by the teacher, the principal, a parent, or by supportive services such as Headstart, Mental Health Division, etc.

   Referrals most often come from the teacher and should be co-signed by the principal. Signing the form gives the principal an opportunity to evaluate the appropriateness of the referral or to refer the teacher to other possible services if there is no room for new referrals in the ERC.

   Parent referrals usually come from parents whose children transfer from another district where they have received special services.

2. Parents advised of referral: Before a staffing is called, it is the classroom teacher's responsibility to call the parents to discuss the child's needs and inform them of the referral.

3. Diagnostic testing and observation: Often before a child's need for service can be adequately assessed, some kind of diagnosis needs to be made. This diagnosis may involve testing the basic skill identified as a problem on the referral. Problem behaviors should be identified by having the teacher complete a behavior checklist such as the Walker Problem Behavior Identification Checklist. On all referrals, an

observation should be made of the child in his class by one of the ERC staff before the staffing conference takes place.

4. The staffing: A staffing is a conference involving the teacher, principal, parents, ERC staff, and other concerned parties, such as the reading teacher, counselor, etc.. There are four important parts to a staffing.

   Presentation - The presentation consists of the reason for the staffing, a statement of the problem, and relevant observations of the child's learning problems from those who have worked with him/her.

   Discussion - The group discusses appropriateness of ERC placement and the specific help needed.

   Recommendations - A list of recommendations includes who takes the responsibility, what specifically has to be done, and when the action needs to be accomplished.

   e.g., Diane will request further evaluation through CSD for John by March 5 to assist in determining his placement.

   e.g., Mike will attend the ERC daily from 10:15 to 11:00 for programming in basic reading and math skills, beginning March 1.

   Objectives - Goals for the child are written in terms of what skills he/she should achieve for termination of the program and reintegration with the regular class.

The person who called the staffing (usually the ERC teacher) takes notes on the discussion and recommendations, using the Staffing Report Form. The report is then written in paragraph form and given to the project secretary to be typed and sent to those who attended. (A sample report is included.)

5. Parent permission obtained: A parent permission form and program description should be brought to the staffing in the event that ERC placement is agreed upon. Other records, such as psychological reports or files from previous schools, may need to be sent for.

6. Programming begins

Short-Term Referral

In addition to the standard referral process described above, referrals are often made informally for short-term programming in specific skills, such as sight words and math facts. These referrals may arise from a conversation with the classroom teacher in the hall about a child's problem. If there is a place for the child in the ERC, the ERC teacher may give the classroom teacher a referral form to fill out and a parent permission form to send home with a note to the parent. As with the more formal process, the principal must co-sign the referral. The parents must be called, informing them of the referral and requesting their written consent. These, again, are the classroom teacher's responsibilities. For the informal referral, a staffing often is not necessary, except in cases where additional services are really needed or placement in the ERC has to be forestalled. Where a staffing is not necessary, the decision concerning the child should be recorded at the bottom of the referral form in the space provided.

REFERRAL FORM

GUIDELINES

These are guidelines for using the referral form. Following are copies of the referral form, parent notification and consent forms, staffing memo and report forms, and sample of a completed staffing report.

When the referral form is given to the party referring the child for special service, these three things need to be explained:

1. The "Minimum Skills Needed . . ." section refers to the specific skills the child needs in order to be reintegrated into the regular program. Many classroom teachers are not used to talking in terms of objectives and need help in specifying problem area(s).

2. The referring party is responsible for notifying the parents of the problem and the referral prior to submitting the referral form to the ERC.

3. The principal must sign the referral form.

When the referral form is completed and returned to the ERC staff, the referral process continues as specified in the "Referral Process" section. The ERC teacher, or other staff member who receives the completed referral form, fills out the bottom section. "Date Received" should be filled out immediately and a staffing date set as soon as possible within two weeks of receiving the referral. The other staffing information is filled out after the staffing conference. If a detailed staffing report is written, it can be attached, and "staffing report attached" written on the referral form.

Educational Resource Centers
Title IV, ESEA

REFERRAL TO EDUCATIONAL RESOURCE CENTERS

INSTRUCTIONS: Please complete to dotted line. You are responsible for contacting the student's parents and informing them of the referral as they will be invited to any staffings. Thank you.

NAME ______________________________ BIRTHDATE __________________

AGE ____________ GRADE __________________

PARENTS ______________________ PHONE NUMBER ________________

ADDRESS ____

REASON FOR REFERRAL:

____

____

____

READING GRADE LEVEL ______________ MATH GRADE LEVEL ______________

MINIMUM SKILLS NEEDED FOR TERMINATION OF ERC PROGRAM:

____

____

____

SUGGESTED STAFFING DATE AND TIME: ________________________

REFERRED BY ____________________ POSITION ____________________

DATE ______________ ________________________
PRINCIPAL'S SIGNATURE

- -

RESOURCE CENTER STAFF COMPLETES:

STAFFING DATE: ____________________

ATTENDING STAFFING: ________________________________

____

DECISIONS: ____

____

SIGNED ____________________ DATE RECEIVED: ____________________

PARENT CONSENT FOR DIAGNOSTIC EVALUATION

Dear Parent,

Your child, ____________________________________, has been referred for a diagnostic evaluation in order to better assess his/her capabilities, educational needs and to provide a more appropriate educational program.

The school would like your permission to conduct these evaluations. If you wish to obtain the results, we will be glad to arrange a conference with you.

Please indicate your wishes and return this form.

If you have any further questions, please call the following number ______________________.

_____Approve the evaluation.

_____Do not approve of the evaluation.

_____Would like a conference regarding results.

_____Do not want a conference.

____
Parent Signature

____
Date

Return to: Educational Resource Centers
Jackson County IED
101 North Grape Street
Medford, Oregon 97501

PARENT CONSENT FOR SPECIAL SERVICE

Child's Name__________________________ Sex_____ Birthdate__________________

Address____________________________ Phone__________________ Age_____________

School __________________________________

It has been determined that your child, ____________________ is eligible for the following special service: ____

____

After having discussed the above service with the school, I approve of my child receiving this service. Yes_____ No_____

____
Parent's Signature

____
Date

Educational Resource Centers
Title IV, ESEA

STAFFING MEMO

Please come to a staffing for ____________________

DATE: ____________________ TIME: ____________________

PLACE: ____________________

RE: ____________________

____

If you cannot attend the staffing, please notify me.

____
(ERC Teacher)

____
(Phone)

Jackson County Intermediate
Education District
101 North Grape
Medford, Oregon 97501

Educational Resource Centers

STAFFING MEMO

Please come to a staffing for Mary

DATE: May 20 TIME: 3:30 p.m.

PLACE: ERC (Room 6)

RE: Mary's progress this spring and
her program for next year.

If you cannot attend the staffing, please notify me.

Steve Isaacson
(ERC Teacher)

482-4241
(Phone)

STAFFING REPORT FORM

INSTRUCTIONS: The purpose of this form is to provide ERC staff with an outline of material to be covered during a staffing. Please rewrite if necessary before submitting for typing. Copies of the staffing report will be sent to all those attending.

STUDENT ______________________ STAFFING DATE ____________________

BIRTHDATE ____________________ REFERRING AGENCY ____________________

REPORTER ____________________

ATTENDING ____

____

I. PRESENTATION

A. Statement of Problem:

B. History (include school, family, health):

C. Current Functioning:

1. Academics
2. Language Development
3. Motor Development
4. Behavior
5. Other

II. RECOMMENDATIONS

III. OBJECTIVES

____

Signed

Educational Resource Centers
Title IV, ESEA

CONFIDENTIAL

SAMPLE STAFFING REPORT

Re: ______________________ Reporter: __________
Bd: ______________________ Date: __________
Referring Agency: __________

Attending: ______________________________________
____

Presentation:

B. is a six-year-old boy who has been referred to the Educational Resource Center for programming in language arts. B.'s teacher stated that his speech patterns are approximately at the level of a three-year-old. He is unable to function in a reading program at this time. She feels that B. would benefit from a highly structured individualized program in the area of reading and language development. He has a hearing impairment and is wearing two aids currently. K. O. of the Southern Oregon Regional Facility for Education of the Deaf sees him for language instruction four times weekly.

K. O. reported on recent testing completed with B. On the Woodcock Test B.is functioning between the 1.1 and the 1.3 grade level. His failure level is at 1.5. B.'s vocabulary and comprehension are at the first-grade level and he appears to be of normal ability. K. O. described B. as a child who is very active and has a short attention span. He is not disruptive to other students in the classroom, but does disrupt himself by his active behavior. He appears normal on the playground and does socialize with other students in the class. The teacher feels that there is a high likelihood of B.'s returning to full-time regular class placement in the future. His motor development appears to be within normal limits.

Based on records from California, B. appears to be functioning below the five-year-old level in terms of his articulation. K. S., speech therapist, sees him regularly for multiple articulation errors.

Discussion followed regarding B.'s placement in the Educational Resource Center. He is felt to be a high priority candidate based on a need for a highly structured individualized environment, increased speech therapy available at Walker, and good parental support.

Recommendations:

1. It is recommended that B. enter the Educational Resource Center program and a first-grade class at Walker Elementary School the first day after Christmas vacation.

Recommendations (cont.):

2. B.'s placement will be contingent on an opening at a first grade at Walker Elementary School. The necessary people will be contacted by D.W. prior to December 19 regarding the availability of such a placement and the decision communicated to Helman Elementary School.

3. Scheduling of an audiological evaluation for B. will be carried out by K.S.

SERVICE

SERVICE

Diagnosis

Diagnosis has two basic uses. The first is to place a child in appropriate programs upon entering the ERC. The second is to help a teacher who refers a child for testing to determine the child's need for special services or to plan an appropriate program for the student in the classroom.

The diagnostic instrument should meet three requirements:

> First, it should give specific information on what instruction the student needs. The instrument chosen should measure specific skills or lend itself to an item analysis of specific skills.
>
> Second, it should give the most amount of information in the least amount of time. A busy resource teacher has little time to do extensive testing.
>
> Third, it should be appropriate. For example, circling letters is not directly related to what the child does when he reads orally. Therefore, having him say sounds or words would be a more appropriate measure than circling the sounds he hears or words he recognizes.

The following chart lists some of the tests and their purposes.

TEST	PURPOSE AND DESCRIPTION
Reading	
a. Silvaroli Classroom Reading Inventory	(1) Gives approximate reading grade levels when necessary. (2) Can provide informal item analysis of reading problems according to types of errors made. (3) Gives rough indication of comprehension skills (although most children tend to score high on the comprehension questions).
b. Roswell-Chall Diagnostic Reading Test	Gives quick analysis of specific phonic skills.
c. The Regional Resource Center Diagnostic Inventory.	Tests specific skills. Good as pre/post-test for programs that incorporate periodic time tests. (one-minute time test)
d. ERC Reading Inventory (New)	Same as above (combination of several criterion-referenced tests).
e. Woodcock Reading Mastery Test	Gives both approximate grade levels and item analysis in several reading skills. (extensive test)
Math	
a. Key Math Diagnostic Arithmetic Test	Gives both approximate grade levels and item analysis of specific skills. (extensive individually administered test)
b. Regional Resource Center Diagnostic Math Inventories.	Tests specific skills. (one-minute time tests)
c. Issaquah Math Placement Tests	Determines placement in a skill sequence in addition, subtraction, multiplication, or division. (untimed tests)
d. Elementary Level Diagnostic Arithmetic Test. (Carnine & Silbert)	Measures specific skills and knowledge of specific concepts in math.
Language	
Basic Concept Inventory (Englemann)	Lends itself to item analysis of specific language concepts.

TEST	PURPOSE AND DESCRIPTION
Spelling	
North Kitsap Spelling Inventory	Pinpoints spelling problems phonically and structurally. Also includes beginning irregular (sight) words.
Behavior	
Walker Problem Behavior Identification Checklist	Pinpoints specific classroom problems and gives a profile analysis in five areas of behavior.

Sample Diagnosis

Kindergarten/First-Grade Diagnosis

Early academic and preacademic skills are assessed through a combination of commercial and teacher-made tests. A K-1 test packet could include:

Reading

1. Letter sounds - either Distar Reading I Oral Mastery Test (if you use Distar), Test #1 ERC Reading Skills Inventory, or Section I of the Roswell-Chall.

2. ERC Beginning Sight Words Test.

Math

RRC Math [illegible] & II Inventory

Gross Motor Skills

Primary Motor Skills Sequence (teacher checklist*) or Standardized Test

Fine Motor Skills

1. Colors within a basic shape (teacher-made test)

2. Cutting (teacher-made)

3. Manuscript writing (informal test)

Language

1. Basic Concept Inventory

2. Identification of Colors

Personal Information (name, address, etc.)

* Some teacher-made tests listed can be found with their respective prescriptive programs in the appendix. The publisher's addresses are listed for some commercial tests.

Quarterly Objectives

Procedures for writing objectives will vary depending on whether the child is a new referral or one continuing programming in the ERC. At the beginning of a school year or for a new referral, the ERC teacher should:

1. Determine from diagnostic testing the child's specific needs and those programs chosen to begin with him/her.
2. Decide if a prewritten or commercial program can be used or if you will have to write a new program to meet the particular need.
3. Specify what behavior will be measured in recording data and monitoring the program. The program can be monitored daily in either percentage or frequency scores: i.e., number per minute. Certain programs with daily lessons such as Distar Reading I, have periodic mastery tests. Daily or weekly probes for other reading programs may need to be devised.
4. Decide what week to give the posttest and write the target date as the last day of that week.
5. Determine the number of instructional days to run the program before posttest week, allowing for holidays, illness, assemblies, and review lessons.
6. If it is a program with daily lessons, determine the number of days per week it is to be run (probably average of four) and add the lesson number where the child will begin with the number of instructional days to find the last lesson taught before posttesting. The terminal objective for the quarter will be based on the child's expected performance in the last lesson.
7. If the program is one of sequential steps at which each child may progress at a different rate, write the objective with

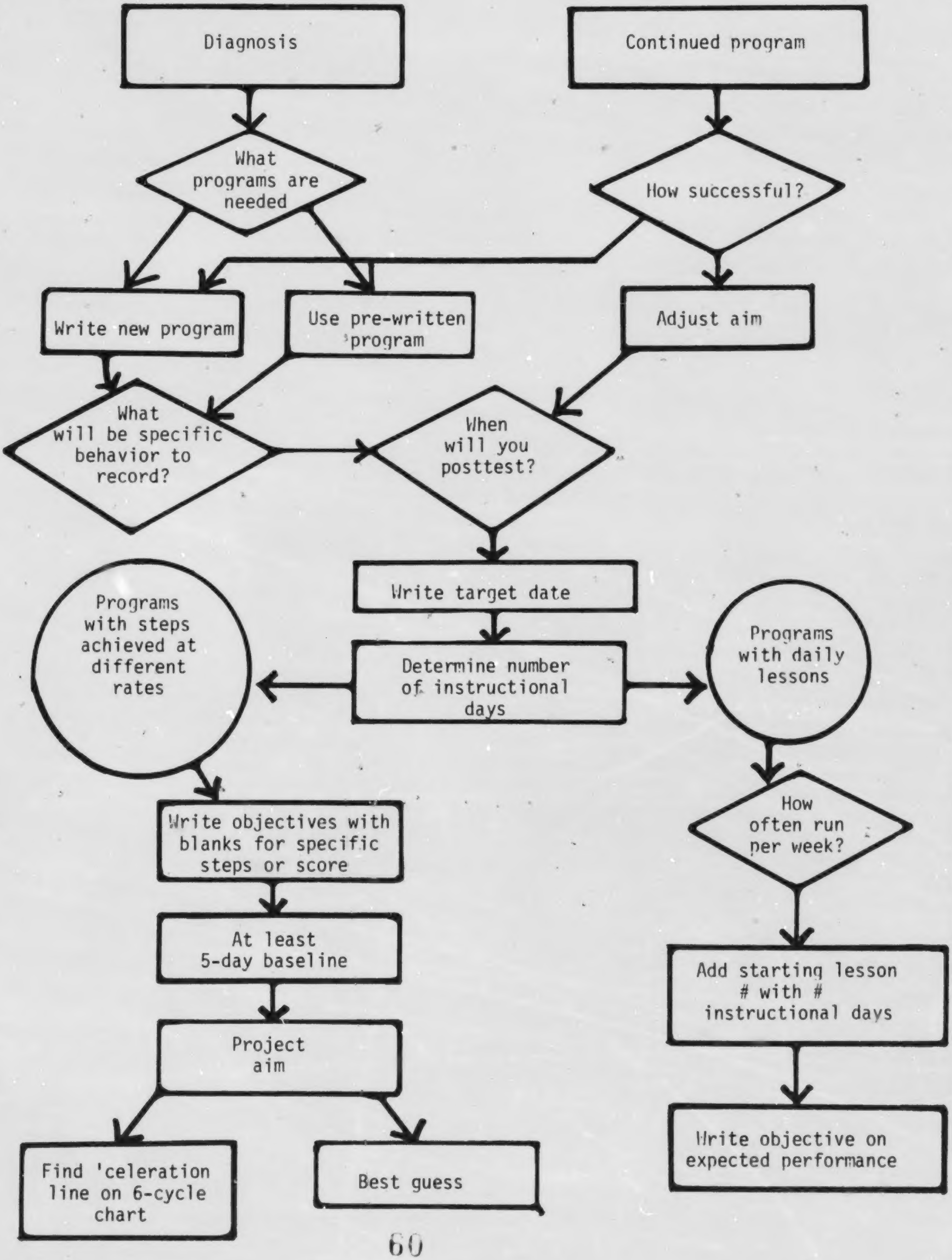
blanks for specific steps and/or score until the child's rate of learning can be assessed. (e.g., reads Dolch words through (step) at a frequency of ______ per minute with two or less errors.)

8. Write the objectives on the Objectives Record Form.

9. Pretest the child and run the program for at least five days.

10. Project the child's rate of learning through the quarter based on the first week's growth. A good way to do it is to plot a 'celeration line over the quarter on a six-cycle chart. The 'celeration line provides a dynamic aim at which to measure a child's progress each day as well as a terminal goal.

Writing Quarterly Objectives


Diagnosis
Continued program
What programs are needed
How successful?
Write new program
Use pre-written program
Adjust aim
What will be specific behavior to record?
When will you posttest?
Write target date
Programs with steps achieved at different rates
Determine number of instructional days
Programs with daily lessons
Write objectives with blanks for specific steps or score
How often run per week?
At least 5-day baseline
Add starting lesson # with # instructional days
Project aim
Write objective on expected performance
Find 'celeration line on 6-cycle chart
Best guess

ABOUT THE

OBJECTIVES RECORD FORM

Following are sample forms and guidelines to be used when filling out the Objectives Record Form. Included is a copy of a blank and a completed form. Each of the terms on the form are explained and examples are given. Information on writing behavioral objectives is found in "Prescriptive Program Guidelines."

Title IV, ESEA

ERC
EDUCATIONAL
RESOURCE
CENTERS

EDUCATIONAL RESOURCE CENTER OBJECTIVES RECORD

Quarter 1 2 3 4

Date received ____________

Student Name ____________

Date Entered ERC ____________

ERC School ____________

Date Withdrawn ERC ____________

Target Date ____________

Objectives	Evaluation Instrument	Pre	Post	Objective Outcome							
				Performance				Decision			
		Date / Score	Date / Score	sessions	Objective met as stated	Made progress	No observable progress	Carry over objective	Alter objective	Drop objective	Explanation

(SAMPLE COMPLE[illegible] FORM)

EDUCATIONAL RESOURCE CENTER OBJECTIVES RECORD

Quarter [✓ 1] 2 3 4

Student Name David

ERC School Walker

Target Date Oct. 31

Date Received September 8, 1976

Date Entered ERC

Date Withdrawn ERC

ERC
EDUCATIONAL RESOURCE CENTERS

Objectives	Evaluation Instrument	Pre Date / Score	Post Date / Score	sessions	Objective Outcome: Performance: Objective met as stated	Performance: Made progress	Performance: No observable progress	Decision: Carry over objective	Decision: Alter objective	Decision: Drop objective	Explanation
I. Reading: Makes one year's advancement in reading leval by June 1976.											
A. Achieves a score of 20 or more (85%) on the Literal Comprehension section of the Ginn Mastery Test.	Ginn 360 Level 7 Mastery Test	Nov. 3 13	Jan 28 20	35	✓				✓		Begin Level 8
B. Reads Dolch words through E-6 at a frequency of 50 per minute with two or less errors.	RRC Reading Inventory	Sep 16 27/7	Jan 27 65/0	36	✓					✓	
II. Cursive writing: Writes all capital and small-case cursive letters by June 1976.											
A. Writes cursive letters through the D group at a frequency of 20 per minute with two or less errors according to the criteria stated in the program.	Cursive Pre/Post Sheet	Nov. 4 7/0	Jan. 27 26/2	46	✓				✓		through F group
III. Spelling: Writes 80 percent of phonically regular words on the North Kitsap Inventory correctly by June 1976.											
A. Writes 80 percent of the words in sections 1.0 and 2.0 of the Inventory correctly.	North Kitsap Spelling Inventory	Nov. 3 41%	Jan. 27 79%	47	✓	✓			✓		
IV. Behavior: Follows directions for increased reintegration with regular class.											
A. Follows directions within five seconds of teacher request or command 80% of the time over a five-day observation period.	Multiple All-day Count Sheet	Five-day baseline, Sept. 13-Sept. 17 $\overline{X}$ = 39.6%	Five-day baseline Jan. 26-Jan. 30. $\overline{X}$ = 81%	80	✓				✓		

OBJECTIVES RECORD - GUIDELINES

ITEM	INSTRUCTIONS	EXAMPLE
Quarter	Circle the number to indicate for which quarter these objectives will be written. Quarterly objectives may be planned to coincide with the local districts quarterly reporting period.	Quarter: 1 [✓ 2] 3 4 (Quarter beginning in November and ending the last week of January.)
Target Date	Write the last day of the week you plan to posttest.	January 30, 1976
Date Received	The project coordinator fills in the date he/she receives the form with posttest scores entered.	
Date Entered	Write the student's first day of enrollment in the ERC.	September 3, 1976
Date Withdrawn	Write the student's last day of enrollment in the ERC.	
Objectives	1. Beside Roman numeral headings, write the subject area and the corresponding goal for the year.	II. Math: Completes review of addition and subtraction and new program in multiplication by June 1976.
	2. Under each yearly goal, write the specific objective(s) for that quarter with a criterion statement.	A. Writes answers to subtraction facts related to sums of 15 and less at a frequency of 40 digits per minute with one error or less.
Evaluation Instrument	Write the test used for pre and post testing. The test can be either commercial or teacher-made.	RRC Math III Inventory

ITEM	INSTRUCTIONS	EXAMPLE
Pre	1. For each objective, write the date the pretest was given.	September 16 (Write as above rather than "9/16," to avoid confusion with frequency scores.)
	2. Under the date, write the pretest score.	44%
Post	For each objective, write the date and the score of the posttest.	January 28 26/2
#Sessions	Enter the number of days the program was run during the quarter.	41
Performance	For each objective, put one check (✓) under the appropriate column, based on the posttest score.	
Decision	Put one check in the appropriate column to indicate what the student will do in regard to that objective next quarter.	
Explanation	Write the reason why the objective was not met or elaborate on the decision regarding next quarter.	Sick three weeks

Evaluation Design: Pre/Post Testing

Since the program focuses on solving individual problems within a limited target group, it is not possible to obtain a comparison or control group. However, project effectiveness can be assessed through the use of pretests and posttests. The following is a suggested evaluation design for each quarter:

Pretest	Treatment	Posttest
T_1	X	T_2

(The Jackson County program originally used an evaluation design with two pretests and two posttests. However, little significant difference was found between the two pretest scores or between the two posttest scores. This finding, along with the extensive time necessary for double pretesting and posttesting has led to modification of this design.)

Pretesting Procedures: Procedures for pretesting will vary depending on whether the child is a new referral or one continuing programming in the ERC. At the beginning of a school year or for a new referral, the ERC teacher should:

1. Give the child the chosen battery of diagnostic tests.

2. Write objectives appropriate to his/her diagnosed needs.

3. Decide if the diagnostic tests given are appropriate as pretests, considering the terminal performance expected of the child. If they are appropriate, list the test and score on the child's objective record form. If the specific behavior to be measured is not measured by the diagnostic test the teacher should choose an appropriate pretest.

   The test can be either commercial or teacher-made. Pretests should nearly always be criterion-referenced.

Criterion-referenced tests include a certain level of expected proficiency to indicate objectively that the child has mastered the skill.

Occasionally a data checklist can be used as a pretest where a single response is asked for. On the data checklist the teacher marks whether or not the child performs the task in a given number of trials. Following are examples of objectives for which a data checklist would be appropriate:

a. Jumps over a stick at ankle height in four out of five consecutive trials.

b. Counts objects to sets of 10, presented randomly.

c. Reads 80 percent of selected sentences from May I Come In? without error.

4. Write the test name beside the objective on the Objectives Record Form.

5. Make a pre/posttest folder for each child. These can be made from manila file folders or by simply folding an 18" x 12" piece of construction paper in half.

6. Paper clip the Objectives Record Form to the front of the folder.

7. Place copies of all the tests the child will need, as listed on the Objectives Record Form, inside the folder.

8. Schedule the test by writing "PRE" or "POST" on the child's Daily Data Sheet on the day selected.

9. Pretest as scheduled.

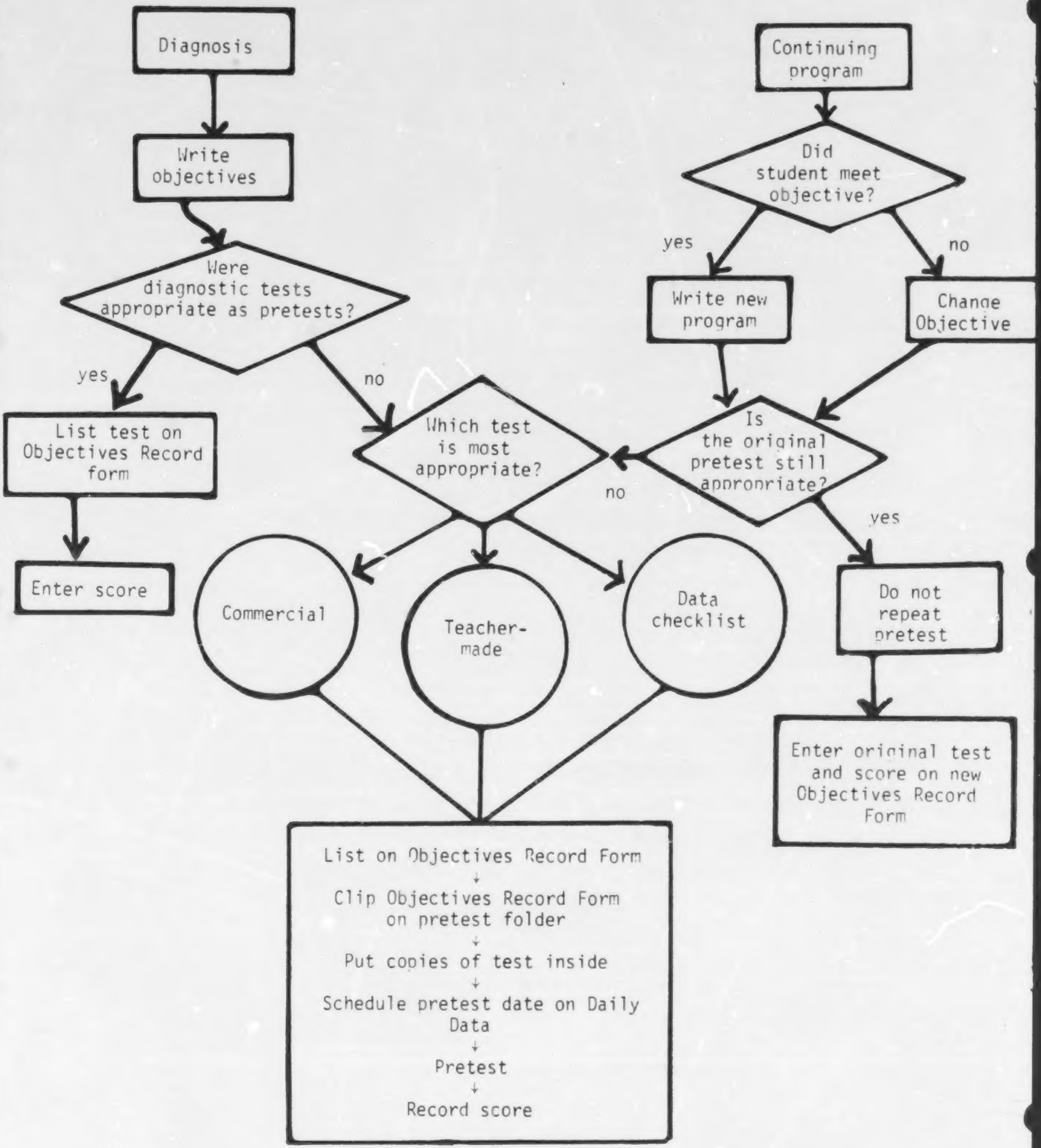
10. Write the date and test score on the Objectives Record Form when the test is returned to the folder.

If a child is continuing programming into the second, third, or fourth quarter the procedure will vary somewhat. The decision to plan new objectives and corresponding pretests will be based on whether or not the child met his/her previous quarter's objectives. If a program continues through higher steps of its sequence a new pretest may not have to be given. The decision to use a new pretest is based on three considerations:

> The pretest needed will be the same as the posttest given at the end of the quarter, in most cases.
>
> The program may be cumulatively sequenced. In this case, each step of the task hierarchy cannot be performed without mastery of the previous steps. In such a case, the original pretest, although only a sampling of the terminal behavior desired, is an adequate representation of the entire sequence at that time. For example, it is reasonable to assume that a child who failed to count objects when tested on sets of one through five would also have been unable to count objects to sets of twenty. In such a case the original pretest could still serve as the new quarter's pretest. There is no need to subject a child again to a test he/she will fail, based on current performance.
>
> In programs divided into separate units of items, such as groups of sight words, one cannot presume that the child has not learned certain parts of a higher step incidentally. For example, a child originally pretested on the Beginning Sight Words Test (through E-2 group) cannot be posttested through E-6 words on the Regional Resource Center Inventory. The teacher has no pretest sample of the terminal behavior expected for groups E-3 through E-6. Many of the words may have been learned incidentally. For example, a child does not have to be able to read the word where (E-1 group) before he/she can read the word this (E-3 group). Feasibly, the groups may have been taught in a different order and the child may have already mastered the latter group, although it is not probable. (A child can, however, be pretested

on words through E-6 but posttested only on words through E-2, since the terminal behavior was sampled in the pretest.)

Posttesting Procedures: The posttesting procedure is essentially the same as for pretesting. The choice of tests, however, has already been determined. The posttest will be the same test that was used as a pretest, or a comparable form measuring the same behavior. Again, the procedure of clipping the Objectives Record Form to a test folder and placing the required tests inside is an efficient way to organize the task. As soon as posttesting is completed, objectives should be written for the next quarter to determine what new pretesting needs to be done.


Diagnosis
Write objectives
Were diagnostic tests appropriate as pretests?
yes
no
List test on Objectives Record form
Enter score
Continuing program
Did student meet objective?
yes
no
Write new program
Change Objective
Which test is most appropriate?
Is the original pretest still appropriate?
no
yes
Commercial
Teacher-made
Data checklist
Do not repeat pretest
Enter original test and score on new Objectives Record Form
List on Objectives Record Form
↓
Clip Objectives Record Form on pretest folder
↓
Put copies of test inside
↓
Schedule pretest date on Daily Data
↓
Pretest
↓
Record score

Individualized Instruction

Individualized instruction is based on two premises: (1) students learn at different rates, and (2) learning is incremental (Hunter, 1970). Individualizing begins with determining what skills each learner has already achieved in a sequence of skills. This is done through diagnosis and pretesting. The next step is determining what the student is ready to learn.

It is assumed at this point that the various subtasks and levels of a particular skill or related body of knowledge have been identified. The breakdown of a skill into a hierarchy of subtasks or levels is done by a task-analysis approach. The task analysis should consider:

> Entry behavior - the behavior the student must have acquired before he/she can acquire specific new behaviors in the program. If the child is below the necessary level of entry behavior, the teacher must either change the objective or teach the entry behaviors.
>
> Instructional procedures - the methods used by the teacher most appropriate to the learning required.
>
> Performance assessment - the process of measuring the terminal performances during and at the end of instruction.

A task analysis is usually required when writing a prescriptive program or when altering a program that proves to be too difficult for the child.

Some commercial materials are programmed in a task-analytical manner, each step carefully sequenced on previous steps of the task hierarchy. Other programs are not. Many math sheets, for example, may require the child to perform several different tasks on one page, presuming he/she has the prerequisite skills to do them. For this reason, the ERC has a math skills file in which each worksheet is sequenced along a carefully structured task ladder. Some reading series introduce new sounds and words before the child is expected to read them in the context of the story. Others do not. Each new material should be evaluated in terms of its sequencing of skills and appropriateness to the child's specific need. When a commercial material is not appropriate, a prescriptive program needs to be written. Often a prescriptive program is also written to adapt a material to the child's individual needs.

Individualized instruction does not mean each child must work individually. In many cases, grouping according to similar needs is desirable if the group instruction is individually appropriate for each child. Small group instruction has these advantages:

> Many children perform better in the presence of peers than they do alone in one-to-one instruction with the teacher. A little competition increases their attention to the task.
>
> Children who perform the task correctly model the correct response for the child who does not.
>
> Ability-grouping increases the amount of direct instruction time each child can receive.
>
> The teacher can use the group instruction to teach and reinforce appropriate group participation and group social skills.

Prescriptive Programming

Prescriptive programs are the procedural and sequential components in teaching a skill the child needs based on the specified behavioral objectives. (The Prescriptive Program Form and guidelines for its use follow this section.)

Prescriptive programs are also written for behaviors that need to be changed, such as talking out of turn, not attending to task, and hitting. These programs are written according to the Guidelines for Writing Behavior Management Programs.

In academic programs that essentially teach only one skill, e.g., Reads Numerals at Random, emphasis should be placed on the teacher cues, directions, and correction procedures. Direct instructional techniques

(Engleman-Becker) include:

Model - Teacher demonstrates correct response.

Lead - Teacher responds with child.

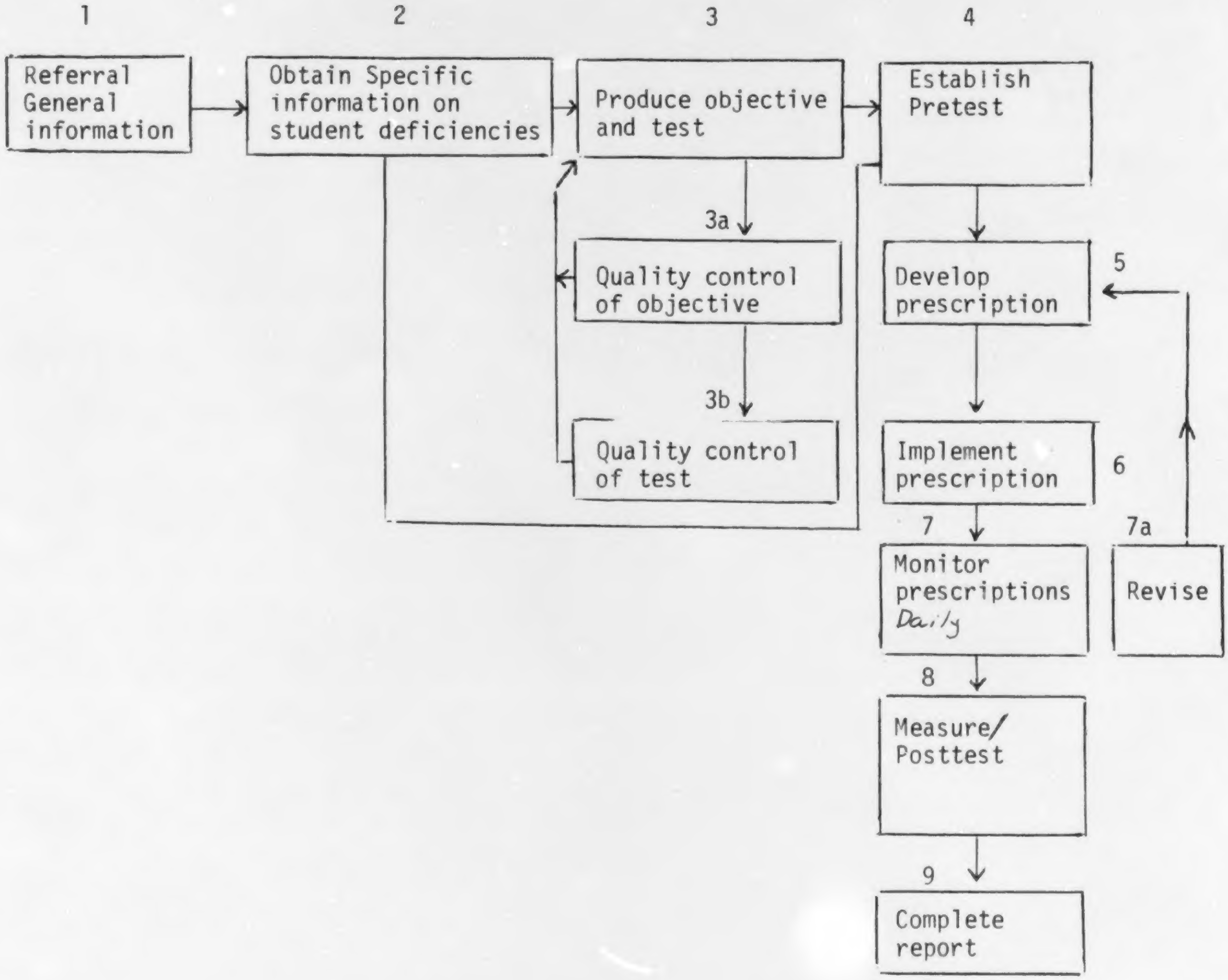
Test - Teacher asks child to respond by himself/herself.

An important additional technique is that of delivering consequences. The consequence part of the procedure should give the child definite feedback on whether his/her response was correct or incorrect. A correction procedure using the model - lead - test - consequence pattern should be included.

To assist in skill programming, comprehensive programs, such as "Writes Letters" (First Grade Manuscript) are available that cover a sequence of related skills. This type of program needs a well thought-out sequence using a task analysis procedure. A task analysis has to consider not only which tasks are easiest and which are most difficult, but also which skills are prerequisites to others that follow in the sequence.

Programming must also include a daily (or weekly) measure of behavior. Therefore, some kind of short test task must be written into the program, including a method of counting and recording the child's response.

DEVELOPMENTAL SEQUENCE FOR INDIVIDUAL PRESCRIPTIVE PROGRAMS


1
2
3
4
Referral General information
Obtain Specific information on student deficiencies
Produce objective and test
Establish Pretest
3a
Quality control of objective
3b
Quality control of test
5
Develop prescription
Implement prescription
6
7
Monitor prescriptions Daily
7a
Revise
8
Measure/ Posttest
9
Complete report

ABOUT PRESCRIPTIVE PROGRAM WRITING

Following are sample forms and guidelines to be used when writing prescriptive programs. Included is a copy of the format used. Each of the terms used in the format is defined and examples are given. The finished program should be written so that both teachers and volunteers can administer it easily.

PRESCRIPTIVE PROGRAM

Title:

Student's Name_____________

Behavioral Objective:

Target Date:

Prerequisite Skills:

Pre/Post Test:

Advancement Criteria:

Alteration Criteria:

Program approved:

Pre/Post Test approved:

80

Location:

Materials:

Recording Key:

Procedure

Step 1.

Cue:

Consequence:

Correct -

Incorrect -

Sequence:

PRESCRIPTIVE PROGRAM GUIDELINES

ITEM	DEFINITION	EXAMPLE
Title	Brief statement of skill described in behavioral objective.	Counts orally by rote and reads numbers.
Behavioral Objective	Statement defining in concise and precise terms the terminal objective of the prescriptive program.	Student says numbers in sequence by rote at a frequency of (120-140) digits per minute with no errors on RRC Math Inventory I and II.
	Must include:	
	To whom - is it going to be done.	To whom - student.
	What - is going to be done (observable behavior).	What - says numbers in sequence.
	Criteria - that indicate level of accomplishment.	Criteria - at a frequency of (120-140) digits per minute with no errors.
	Evaluation - instrument used to determine if objective has been met.	Evaluation - RRC Math Inventory I and II.
Target Date	The date at which the child is expected to meet the behavioral objective. This date is to be filled in only on the individual student's copy.	May 14, 1975
Prerequisite Skills	Skills that a student must demonstrate before the program is initiated so the student can complete the program successfully. Prerequisite skills must be precise, concise, observable, measureable, but need not be as specific or as detailed as an objective.	Says numbers 1-10 and matches sets 1-10 with corresponding number.

ITEM	DEFINITION	EXAMPLE
Pre/Post Test	1. A test designed to be given before the program is initiated to determine which specific skills the program teaches that the student does or does not have.	Oral counting subtest of RRC Math Inventory I and II.
	Often these are teacher-made tests, but can be standardized or informal inventories.	Teacher-made test (see appendix).
	The behavior being tested should not be reinforced during testing.	
	Wrong responses are not to be corrected while testing the student.	
	2. The same test and procedure are administered again at the completion of the program to determine which specific program skills the student learned or did not learn.	
Advancement Criteria	1. Criteria for moving student to next program step.	Student says previously taught numbers in sequence with 100 percent accuracy.
	2. Statement concerning the percentage or number of correct responses that must be made before student advances to next step in the sequence.	
Alteration Criteria	1. Criteria indicating when the program should be altered to meet the individual needs of the student.	If student does not meet criteria within three sessions, program is to be reevaluated.
	2. Statement indicating the number of sessions a program step can be presented without the student advancing or showing improvement.	

ITEM	DEFINITION	EXAMPLE
Alteration Criteria (Continued)	Students are not to be kept on a program past the number of sessions stated in the alteration criteria. Once the alteration limit is met the program must be pulled and altered before being administered to the student again.	Student does not meet advancement criteria within two consecutive sessions.
Location	Where program will be taught.	Math teaching station.
Materials	A list of the specific materials needed to present the program.	Number board and plastic numbers, stopwatch, pen and data sheet.
Recording Key	Specification of the raw data symbols to be recorded and their meanings.	34 31 - 40 Top figure - Record the highest number attained in one minute before first error and circle. Bottom figure - Record the group of numbers to be taught (in groups of 10).

Introduction to Writing Procedure and Sequence:

Prior to writing the procedure and sequence for a prescriptive program, the teacher should write a task analysis. A task analysis is the breaking down of a specific skill into its component parts. Upon completion of the task analysis the teacher decides on a method of presentation. The method of presentation should include a procedure and sequence as defined in the following:

Procedure	The procedure consists of the specific teaching methods to be used by the teacher. The methods are listed as steps, in the order that they are presented to the student. Each step must include cues and consequences for correct and incorrect responses.	Step 1 - Give time test (one minute). Step 2 - Drill student Step 3 - Have student say numbers without use of aids.

ITEM	DEFINITION	EXAMPLE
Sequence	The sequence consists of the breakdown of specific skills in order of difficulty. Each skill is presented in order to the student using the teaching methods stated in the procedure until the terminal objective is reached.	1. 1-10 2. 11-20 3. Review 4. 31-40 5. 41-50 6. Review
Cue	The stimulus (verbal or nonverbal) that is presented to the student by the teacher to elicit the desired behavior.	Teacher says: "START WITH ZERO AND COUNT AS FAST AS YOU CAN UNTIL I SAY STOP. READY . . . BEGIN."

Programming Social Behaviors

As many teachers have long suspected, a child's poor academic progress may often be influenced by such problem behaviors as distractibility, refusal to follow directions, and difficulty cooperating and relating to peers. Appropriate classroom behavior is presumed to be more effective for learning in an academic setting.

Many researchers have improved pupil performance by changing such variables as teacher attention and praise, token economies, self-reinforcement, and individual and group contingencies. The Center at Oregon for Research in the Behavioral Education of the Handicapped (CORBEH) has done several studies in what are called "survival skill behaviors," such as attending to task, volunteering, and working. The results of their studies (Hops and Cobb, 1972) showed that intervention procedures were effective in increasing and maintaining survival skill behaviors and that such gains were related to gains in reading achievement.

In a mainstreaming program, therefore, it is important that the child is equipped with the "survival skill behaviors" to succeed academically. Some children may already have these skills, but for many behavior programs related to these skills should be given high priority in planning a prescriptive program.

ABOUT BEHAVIOR MANAGEMENT PROGRAMS

The following are sample formats and guidelines to be used in writing Behavior Management Programs. Included is a list of procedures for behavior programs, the Intervention Phase Program Sheet, and forms used for observation.

Each of the terms used in the Intervention Phase Program Sheet is defined and examples are given. The two observation forms used in collecting data are the Behavior Data Sheet and Multiple All-Day Count Sheet. Accompanying the Behavior Data Sheet is an explanation of the terminology used. This observation form is to be used with a single student for a specified observation period. The Multiple All-Day Observation Count Sheet differs in that data on more than one student can be recorded and that it is an all-day count. It can be used on four students at a time for one complete week.

PROCEDURES FOR
A BEHAVIOR MANAGEMENT PROGRAM

1. Pinpoint an inappropriate behavior to be decreased and/or an appropriate behavior to be increased. The behavior should be specific and observable.

2. Gather baseline data on behavior using the Behavior Data Sheet. If more than one student is being observed, or if an all-day count is desired, the Multiple All-Day Observation Sheet can be used.

3. Design and write the program on the Intervention Phase Program Sheet. If a long-term program is planned, a suggested sequence may be added.

4. Initiate the behavioral change program. Instruct all staff to read the intervention procedures.

5. Monitor the program daily to be sure it is being carried out as it should be, especially if other staff are involved.

6. Modify program when alteration criteria are met.

BEHAVIOR MANAGEMENT PROGRAM
Intervention Phase

Educational Resource Centers

Student ____________________

Program ____________________

Manager ____________________

Intervention No. ____________________

Initiated ____________________

Behavioral Objective: ____________________

A. CUE

Verbal:

Nonverbal:

B. CONSEQUENCES

Positive:

Negative:

C. DATA

D. ALTERATION CRITERIA

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BEHAVIOR DATA SHEET

Student ______________________

Program ______________________

Behavior: Count when ______________________

____

Time __________ Interval __________

Manager ______________________

☐ Pre Baseline

☐ Intervention No. __________

☐ Post Baseline

☐ Post Check

Date Observer

Date Observer

Date Observer

Date Observer

MULTIPLE ALL-DAY COUNTS

DAY	Name ______________ Behavior ____________ Manager _____________	Name ______________ Behavior ____________ Manager _____________	Name Behavio Manager
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

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ALL-DAY COUNTS

Week ____________________

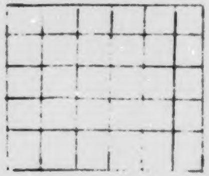
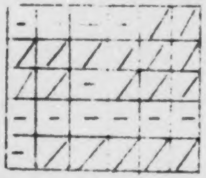
________ ________ ________	Name ______________ Behavior ___________ Manager ____________	Name ______________ Behavior ___________ Manager ____________

ITEM	DEFINITION	EXAMPLE
	Intervention Phase	
Student	The student to whom the Behavior Management Program is being administered.	John
Manager	Person responsible for taking baseline on specific behavior, writing the Behavior Management Program and monitoring program during Intervention Phase.	Mr. I.
Program	Brief statement of behavior described in the behavioral objective.	Talkouts
Behavioral Objective	Statement defining in concise, precise terms the terminal objective of the Behavior Management Program.	When observed during independent work period student talks out (i.e., speaks without being called on by teacher, in a voice loud enough for the observer to hear each word) at a frequency not more than once per day for three consecutive days as recorded on the Behavior Data Sheet.
	Must include:	
	To whom - is it going to be done.	To whom - Student. . .
	What - is going to be done (observable behavior).	What - . . . talks out . . .

ITEM	DEFINITION	EXAMPLE
	Criteria - That indicate level of accomplishment.	Criteria - Talkouts at a frequency not more than once per day for three consecutive days.
	Evaluation - Instrument used to determine if objective has been carried out.	Evaluation - Behavior Data Sheet.
Intervention Number	The procedure used in obtaining the terminal objective. The Intervention Number changes when child meets alteration criteria on previous intervention. Manager writes new Intervention Phase Sheet each time new intervention is begun.	Intervention Number 3 (Two other interventions were tried previously.)
Initiated	The date the intervention number is first administered.	February 8, 1975
A. Cue: Verbal or Nonverbal	The stimulus (verbal or nonverbal) that is presented to the student by the teacher to elicit the desired behavior.	Verbal: "Let's see if you can remember our rules today." Nonverbal: Teacher raises upright index finger to lips.
B. Consequences: Positive	Consequences are stimulus events that follow the student's response. Positive reinforcers are stimuli that strengthen the responses selected according to the student's needs.	"John sure has remembered our rules today; he's only had one talkout!"

ITEM	DEFINITION	EXAMPLE
	The consequence should occur as soon as possible after the elicited behavior.	
Negative	Stimulus events that follow the student's incorrect response. Punishers are stimuli that weaken the responses they follow. They are individually selected according to the student's needs. The consequence should occur as soon as possible after the behavior.	Teacher says: "Mark one, John." John marks countoon (counting device).
C. Data	Specific recording methods and related comments necessary in the monitoring of the program.	John marks countoon. Tally on clipboard on corner of desk.
D. Alteration Criteria	1. Criteria indicating when the program would be altered to meet the individual needs of the student. 2. Statement indicating the number of sessions a program step can be presented without the student advancing or showing improvement.	1. One or less talkouts for three consecutive days. Remove countoon. 2. No decrease over five days.

ITEM	DEFINITION	EXAMPLE
	Behavior Data Sheet	
Student	The student to whom the Behavior Management Program is being administered.	John
Behavior	Brief statement of behavior described in the behavioral objective.	Talkouts
Count when	The specific behaviors that the observer counts when taking data.	Student speaks without being called on by teachers in a voice loud enough for the observer to hear each word.
Time	The specific time of day that the observer takes data.	10:30 a.m.
Interval	The amount of time the observer takes data on student's behavior.	10 minutes
Manager	Person responsible for monitoring data acquired.	Mr. I.

ITEM	DEFINITION	EXAMPLE
	Check one of the four headings:	
a. ☐ Pre Baseline	a. Pre Baseline- The initial observations to show how the behavior is typically being emitted in that particular setting.	☐ Pre Baseline ☑ Intervention Number 2 ☐ Post Baseline ☐ Postcheck
b. ☐ Intervention Number _____	b. Intervention Number - The administering of the behavior management program.	
c. ☐ Post Baseline	c. Post Baseline- Upon reaching the terminal objective, observations are taken to show the desired results.	(This indicates that Prebaseline has been taken and the program is now in its second intervention phase.)
d. ☐ Postcheck	d. Postcheck - Regular observations administered after the program has been terminated to check the desired behavior.	
	Each square represents 10 seconds and each line of squares going across is one minute. One complete group of squares is equal to five minutes. The two groups together equal a total observation period of 10 minutes. The observer looks at the student once every 10 seconds and records in the square the mark that corresponds with the behavior being recorded. The recording key can be found under Data of the Intervention Phase Sheet.	 Recording Key: / = Talking out - = Not talking out

Daily Monitoring

One of the important components of the project is that the child's programs are monitored daily. In other words, decisions regarding tomorrow's instruction are based on how the child performs today. In order to evaluate performance trends, data has to be kept daily. This data is recorded on the Daily Data Sheet and often on a graph or six-cycle chart as well. Trends over time are seen better when recorded on a chart, but the child's progress toward his objective can also be seen from his scores on the Daily Data Sheet. (The Daily Data Sheet and guidelines for recording on it follow.)

There are two important components of the Daily Data Sheet that are necessary for making efficient decisions: the advancement criterion and the alteration criterion.

The advancement criterion specifies the score the child is expected to achieve to demonstrate mastery of the skill or to go on to the next step in a hierarchy of related skills. The score can be either a percentage score or a C/E score (number of correct responses over number of errors). The advancement criterion may also specify that this score must be achieved for two or three consecutive days to insure against erratic or inconsistent performance. For example:

> Says Sounds Program
>
> Advancement Criterion: 60/2 two consecutive days (A score of 60 or more sounds with two or less errors per minute is required for two consecutive days in order to go on to the next step.)

The other important criterion is the alteration criterion. This specifies when a change or modification in the program needs to be made. It can be based on the length or time (in number of consecutive sessions) required to complete a step of the program. For example:

Counts 1-10 Program

Alteration Criterion: 10 consecutive days (If the child does not master the skill in 10 consecutive sessions, the program must be altered.)

An alteration can also be based on a decrease or no increase in score. For example:

Sight Words Program

Alteration Criterion: No increase two days (If the score has not increased from the score two days previous, the program must be altered.)

When the daily score is written on the Daily Data Sheet upon correction of the work or completion of the task, the teacher makes a quick analysis of progress by looking at the advancement and alteration criteria and by comparing that day's performance with previous scores.

Example:

Dolch words	E-2	E-2	E-2
Adv.: 50/2 two consecutive	48	51	51
Alt.: No increase two days	3	3	1

(The student has met the criterion but will have to achieve that score one more day before passing to the next step.)

Example:

Dolch words	E-2	E-2	E-2	E-2
Adv.: 50/2 two consecutive	30	33	35	32
Alt.: No increase two days	7	6	7	7

(Since there has not been an increase in score from two days previous, an alteration will need to be made.)

There are three types of program alterations:

Altering the cue or programmed event: e.g., teacher models first five responses.

Altering the consequences: e.g., five minutes free-time if score increases.

Rewriting the program: changing the task or sequence.

Each alteration is listed on the Program Alteration Form according to the procedures listed in the appendix. The Program Alteration Form should be attached to the Daily Data Sheet for immediate reference.

ABOUT THE DAILY DATA SHEET AND PROGRAM ALTERATION FORM

The following are sample formats and guidelines for using the Daily Data Sheet and Program Alteration Form. The guidelines discuss the components of the Sheet and conventions for its use. Use of the Daily Data Sheet in monitoring and making decisions on the student's daily performance is further explained in the section "Daily Monitoring."

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KEY
㉓ Step circled met criteria
23 Not circled did not meet criteria
c/e Number correct/Number error
23 Program altered
Adv. Advancement Criterion
Alt. Alteration Criterion
Notes below

DAILY DATA SHEET

Name ______________________

Dates
Week 1 ____________
Week 2 ____________
Week 3 ____________
Week 4 ____________

Program	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
Adv.: Alt.:																				
Adv.: Alt.:																				
Adv.: Alt.:																				
Adv.: Alt.:																				
Adv.: Alt.:																				
Adv.: Alt.:																				
Adv.: Alt.:																				
Adv.: Alt.:																				
Adv.: Alt.:																				

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SAMPLE COMPLETED FORM
DAILY DATA SHEET

KEY
23 Step circled met criteria
23 Not circled did not meet criteria
c/e Number correct/Number error
23 Program altered
Adv. Advancement Criterion
Alt. Alteration Criterion
Notes below

NAME David

DATES

Week 1 Sept. 29
Week 2 Oct. 6
Week 3 Oct. 13
Week 4 Oct. 20

Program	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
Reading : Ginn	p.61 →	p.65 →	p.72 →	82 →	92 →	96 →	107 →	→	114 →	→	123 →	135 →	138 →	148 →	→	156 →	161 →	168 →	173 →	179
Adv.: 80% sentences Alt.: 5 consec.	80%	90%	85%	70%	80%	90%	80%		75%		70%	80%	80%	90%		80%	85%	80%	80%	80%
Workbook Adv.: Alt.:	20 21 22 23	24 25	26 27	28	29 30 31	32 33	34 35 36	assembly	37 38 39 40		41 42 43 44	45 46 47 48	49 50 51	52 53 54 55		56 57 58 59	60 61 62	63 64 65	66 67	68 69
Says Sounds	I.	II.	II.	II.	II.	II.	III.	III.	~~IV.~~		IV.	IV.	IV.	IV.	IV.	IV.	completed —			
Adv.: 60/2 - 2 cons. Alt.: No incr. 3 days	67/0	52/2	45/0	54/2	63/0	71/0	70/0	68/1	[illegible]/5		46/6	53/2	59/3	48/1	63/1	60/1				
Cursive letter sheet Adv.: 90% Alt.: 3 consec.	B-9	B-10 ✓	B-10 ✓	B-10	B-11 ✓	B-11 ✓	B-11	B-11	C-1 ✓		C-1	C-3	C-3	C-4 ✓	C-4	C-5	C-6 ✓	~~C-6~~	C-6	C-7
time test Adv.: 25/2 Alt.:	19/0	24/1	27/1	27/2	24/2	N.C.	35/0	22/0	/		21/0	23/0	36/4	29/0	25/1	N.C.	26/3	27/0	27/2	N.C.
Add Facts	Ad-3	Ad-3	Ad-3	Ad-3	Ad-3	Ad-3	Ad-3	Ad-3	~~Ad-3~~		Ad-3	Ad-3	Ad-3	Ad-3	Ad-3	Ad-3	Ad-3	Ad-3	Ad-3	Ad-3
Adv.: 40/2 - 2 cons. Alt.: No incr. 3 days	8/0	23/0	14/0	24/0	22/0	10/0	17/1	18/0			N.C.	25/1	25/1	21/1	23/1	25/1	24/1	39/1	30/0	31/0
Add Problems Adv.: 90% 2 consec. Alt.: 5 consec.	A-11	A-12	A-12 P.2	A-13	A-13 P.2	A-14 ✓	A-14 P.2 ✓	A-14 P.3 ✓	A-14 P.4 ✓		A-14 P.5	A-14 P.1	A-14	A-15	A-15 P.2	A-15 P.3	A-16 P.1	A-16 P.2	A-17	A-17 P.2
Spelling	Diag	PRE I	PRE II	1.	1.	1.	1.	Test	~~2~~		2.	2.	2.	2.	Test	3.	3.	3.	3.	Test
Adv.: } Each word Alt.: } correct	✓	✓	✓	B	D	A	E	10/0			E	C	A	B	12/0	C	B	D	F	12/0

DAILY DATA SHEET AND PROGRAM ALTERATION FORM GUIDELINES

ITEM	INSTRUCTIONS	EXAMPLE
Name	Write the student's name	John D.
Dates	Write the beginning date (Monday) of each week covered across the page.	Week 1 Sept. 26 Week 2 Oct. 6 Week 3 Oct. 13 Week 4 Oct. 20
Program	At the top of each box in the Program column write the abbreviated title of the program.	Add Facts Adv.: Alt.:
Adv.: (Advancement Criterion)	Write the score (either percentage or frequency) required to pass the step of the program. If more than one trial is necessary to pass the step, write the number of consecutive sessions required.	Adv.: 40/2 - 2 consecutive (A score of 40 per minute with 2 or less errors is required for 2 consecutive days to pass.)
Alt.: (Alteration Criterion)	Write either the number of sessions required to complete a step of a program or the number of days over which one must see an increase in score before it is altered.	Alt.: No increase, 3 days
M T W Th F (School days)	The Daily Data Sheet reads like a calendar across the page. Each row of boxes corresponds to the program written on the left column of the sheet. The first M (Monday) corresponds to the first date in the upper right-hand corner. The second M corresponds to the second date and so forth.	M T W Cursive B-9 B-10 Adv.: Alt.: (On Monday the student was on Step B-9 of the Cursive sequence. On Tuesday the child was placed on Step B-10.)

INSTRUCTIONS FOR RECORDING DATA AND ALTERATIONS

1. The letter/number at the top of the box tells the teacher (and/or the child)the step of the sequence he is on that day.

Says Sounds	II.	
Adv.: 60/2 2 consec. Alt.: No incr. 3 days		

2. For a reading program, write the last page of the story to be read.

Reading: Ginn	p.61→	p.65→	p.72
Adv.: Alt.:			

3. When the program is performed for that day, (a time-test is taken, the worksheet corrected, etc.) write the score underneath the sequence step.

Says Sounds	II.	
Adv.: 60/2 2 consec. Alt.: No incr. 3 days	63 1	

(The time-test score entered was 63 correct sounds per minute with one error.)

4. If the score meets the advancement criterion, circle the sequence step.

Says Sounds	II.	II.
Adv.: 60/2 2 consec. Alt.:	63 1	62 0

5. If the step meets the advancement criterion and is circled, write the next step of the sequence in the next day's box. (If the score does not meet the advancement criterion, write the same sequence step in the next day's box.)

Says Sounds	II.	II.	III.
Adv.: 60/2 2 consec. Alt.:	63 1	62 0	

6. Occasionally, when the teacher does not have time to compute a percentage score, but it is clear that the student did not meet advancement criterion, the teacher can simply make a check (✓) under the sequence step and write the same sequence step in the next day's box.

Add problems	A-14	A-14	
Adv.: 90% 2 consec. Alt. 5 consec.	p.1 ✓	p.2	

The check indicates the program was completed, but did not meet criteria.

7. When a time test score cannot be entered because of a faulty stopwatch or an unexpected distraction, mark N.C. for "No Count."

Add Facts	Ad-1	Ad-1	
Adv.: 40/2 2 consec.	32		
Alt.: No incr. 3 days	3	N.C.	

8. For programs started but not completed, write inc. for "incomplete." An arrow designates assignments to be carried over to the next day.

Sub. Problems	S-13	S-13	
Adv.: 90% 2 consec.	inc.		
Alt.: 5 days			

9. When a program is not done, draw a line through the sequence step and write the explanation on the day column where there is space.

Cursive	~~C-5~~	C-6	C-6
Adv.:	Assembly		
Alt.:			

10. When programs meet the alteration criterion, draw a triangle around the sequence step.

Add Facts	Ad-3	Ad-3	Ad-3
Adv.: 40/2 2 consec.	20	22	15
Alt.: No incr. 3 days	1	0	0

11. Notes on trouble spots, such as a frequently missed work or sound can be written on the bottom of the box.

Dolch Wds.	E-3		
	44		
Adv.:	2		
Alt.:	any		

12. Program alterations are written on the Program Alteration Form. Seeing the triangle on the Daily Data Sheet is a cue for the teacher to check the Program Alteration Form for any changes in the program. The three types of alterations include changing the cue or programmed event, changing the consequences, or rewriting the program, changing the task or sequence.

(A sample of a completed Program Alteration Form follows.)

PROGRAM ALTERATION FORM

DATE	PROGRAM	STEP	ALTERATION

Educational Resource Centers
Title IV, ESEA

PROGRAM ALTERATION FORM

DATE	PROGRAM	STEP	ALTERATION
10/7	Cursive	B-11	T. models first 5 responses.
	(The alteration is a change in the programmed event-)		
10/15	Add facts	Ad-3	5 min. free time if score increases.
	(This alteration changes the consequence.)		
10/17	Add problems	A-14	Suspend current program/ Program in place value.
	(This alteration is a change in the program sequence.)		

Quarterly Reports to Parents and Teachers

At the end of each quarterly objectives period, when posttesting has been completed, reports of the child's progress on each objective are sent to parents and homeroom teacher. Many parents and teachers express the most concern for the student's classroom behavior, and for that reason, three objectives in social behaviors are included on all the parent/teacher report forms.

When the student receiving service is from another school attendance area, quarterly reports are also sent to the building principal of that child's school. A Report to Parents & Teachers Form follows this page, as well as a sample report.

At the end of the fourth quarterly report period, progress on objectives is reported in a year-end staffing conference. A staffing report rather than a parent/teacher report form is then sent to the parents, teachers, and principals.

Two suggestions for report writing are:

(1) The objectives should be written as simple titles which will be easily understood by the parents.

Wrong: "Says consonant and short vowel sounds at a frequency of 60 per minute with two or less errors."

Much better: "Reading: Letter Sounds."

(2) Step and sequence numbers will mean very little to those reading the report, therefore, the skill involved should be briefly described.

Wrong: "Has completed Step A-18 of the program."

Much better: "Can now do two-place addition with carrying."

The aim is to provide as much information as simply as possible.

Educational Resource Centers
Title IV, ESEA

School ______________________

REPORT TO PARENTS AND TEACHERS

Dear Parent/Teacher:

Your child has completed several months of instruction in the Educational Resource Center. During this time ____________________ has mastered the following skills for his/her objectives.

Sincerely, ____________________________ ERC Teacher

OBJECTIVES	NOVEMBER	FEBRUARY	APRIL
1. Social Skills: a. Cooperates with teachers b. Gets along with others c. Pays attention to work			

Educational Resource Centers
Title IV, ESEA

School Walker

REPORT TO PARENTS & TEACHERS

Dear Parent/Teacher:

Your child has completed several months of instruction in the Educational Resource Center. During this time David has mastered the following skills for his/her objectives.

Sincerely, ________________ ERC Teacher

OBJECTIVES	NOVEMBER	FEBRUARY	APRIL
1. Social Skills:			
a. Cooperates with teachers	David is an asset to our class.		
b. Gets along with others	David is helpful with the other children. Has friends.		
c. Pays attention to work	David is a very hard worker, great.		
2. Reading			
a. Ginn 360 Reader	Passed mastery test for The Dog Next Door.		
b. Sounds	Has completed our entire sounds program.		
3. Math			
a. Addition	Can now do 2 place addition with carrying with 98% accuracy.		
b. Addition facts	To sums of 15 and less.		

ROOM AND MATERIALS

Physical Space

The ERC is located in a public school building. Ideally, it is near the center of the building for easy access for classroom teachers and students.

Generally, the room is divided into a central seatwork area, surrounded by several direct-teaching stations. One end of the room should be set aside for a small, free-time area which includes a reading corner stocked with pleasure books and magazines at different reading levels. (See room plan.)

Furniture and Supplies

The seatwork area should have desks and chairs of different sizes to accommodate students. Study carrels and screens partition the individual teaching stations from the seatwork area. The direct teaching stations should have a table and three or four student chairs. Boxes for work folders should be available near the entrance of the room.

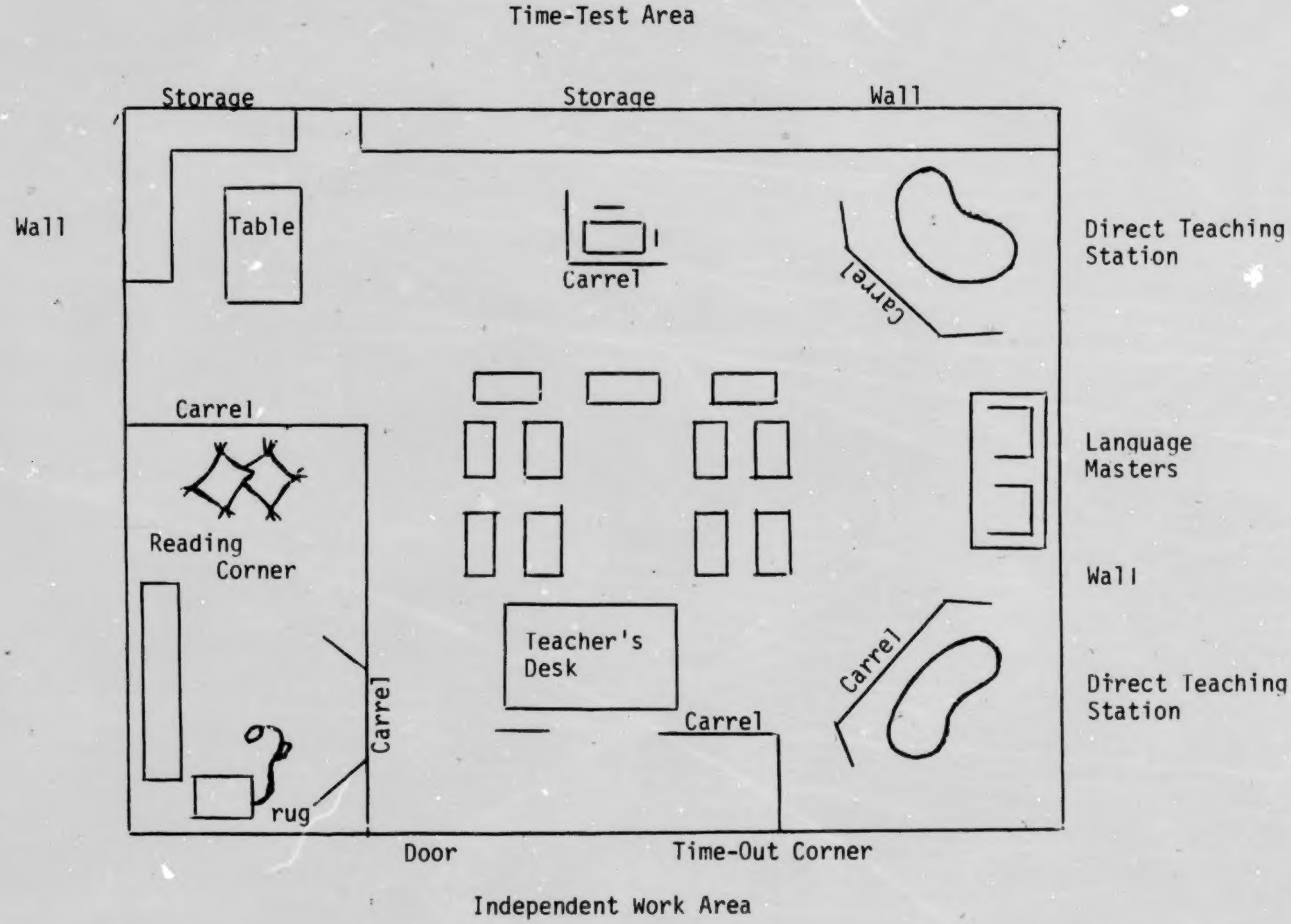
Because of the amount of duplicating required, the ERC needs its own supply of duplicating masters and paper, as well as an ample supply of pencils, felt tip pens and other standard classroom supplies.

Audio-visual equipment should include a tape-card feedback machine such as a Language Master or Tutorette, and several boxes of tape cards, a cassette recorder and cassettes, a record player, listening post, and headphones. Resource teachers can also make use of an overhead projector.

Examples of teacher-made supplies are achievement or point charts, and flags for the children to signal their need for teacher help. Ideas and assistance in obtaining or making instructional materials is available through local Instructional Materials Centers.

EXAMPLE ROOM-PLAN

EDUCATIONAL RESOURCE CENTER


Time-Test Area
Storage
Storage
Wall
Wall
Table
Carrel
Carrel
Direct Teaching Station
Carrel
Language Masters
Reading Corner
Wall
Teacher's Desk
Carrel
Direct Teaching Station
Carrel
Carrel
rug
Door
Time-Out Corner
Independent Work Area

ERC MATERIALS LIST

Following is a list of suggested literature and equipment for an Educational Resource Center.

Reading Series

Many Centers use the basal reading series adopted by the school. The purpose of using the school-adopted series is to familiarize the students to its vocabulary and eventually reintegrate them into the school's reading program. Reading programs used in the ERCs are:

Lippincott Company 4427 Iberis Street, N.C. Salem, OR 97303	Lippincott
Ginn and Company 162 4th Street Lake Oswego, OR 97034	Ginn 360
Harper & Row Publishers 6375 Clark Ave., Suite 102 Dublin, CA 94566	Harper Row Linguistic Readers
Harcourt, Brace, Jovanovich, Inc. 460 N. Tomahawk Drive Portland, OR 97217	Palo Alto (second edition)
Englemann-Becker Corp. P.O. Box 10459 Eugene, OR 97401	Corrective Reading
Science Research Associates, Inc. 15200 S.W. 133rd Street Tigard, OR 97223	Distar Reading I and II
Monterey Learning Systems 900 Welch Road Palo Alto, CA 94304	Monterey Reading Program

Supplementary Series

Addison-Wesley Publishing Co., Inc. 15500 N.W. Perimeter Drive Beaverton, OR 97005	Jim Forest Series
Benefic Press 4401 S.W. Cobb Way Lake Oswego, OR 97034	Cowboy Sam Series and Can Frontier Series
McGraw-Hill Book Company 1545 S.W. Cloverleaf Road Lake Oswego, OR 97034	New Practice Readers

Science Research Associates, Inc. 15200 S.W. 133rd Street Tigard, OR 97223	SRA Reading Lab I-C
Scholastic Book Services 904 Sylvan Avenue Englewood Cliffs, NJ 07632	Individualized reading from Scholastic
McGraw Hill Book Company 1545 S.W. Cloverleaf Road Lake Oswego, OR 97034	Reading for Concepts
Science Research Associates, Inc. 15200 S.W. 133rd Street Tigard, OR 97223	Distar Library Series
Reader's Digest Service, Inc. Educational Division Pleasantville, NY 10570	Reader's Digest Skill Builders
Edmark Associates 13249 Northup Way Bellevue, WA 98005	Edmark Reading Program Henderson Phonics Program

Math Sequences

Math skills files used in the ERC follow the Issaquah Math Sequence (Issaquah, Washington) or the Systems Approach to Individualized Instruction (Josephine County School District, Grants Pass, Oregon). Worksheets in the skills file are a combination of teacher-made and commercially-made worksheets. For low-level math skills Distar Math is often used.

Allied Education Council P.O. Box 78 Galien, MI 49113	Fitzhugh Plus Programs

Spelling Programs

Spelling programs vary according to the needs of the child. Commercial materials include:

Economy Company 1901 N. Walnut Street Box 73125 Oklahoma City, OK 73125	Continuous Progress in Spelling (CPS)

Tests

RRC Diagnostic Inventories Clinical Services Building University of Oregon Eugene, OR 97503	Sample sets RRC Diagnostic Inventories
ESEA Title III North Kitsap School District 400 150 High School Road South Poulsbo, WA 98370	North Kitsap Diagnostic tests.

Miscellaneous Equipment

In addition to the normal furniture and equipment, the ERC should be equipped with:

- One recipe card file
- One large three-ring binder for prescriptive programs
- Twenty Poly-tuff three-ring binders for student tests and objectives
- One three-ring binder for volunteer notebook
- Six clipboards
- Eight 60-minute timers
- Four response counters
- Three stopwatches
- One cassette tape recorder
- One listening post
- Ten headsets
- One record player
- Two tape-card feedback machines
- Five boxes of cards for feedback machine (100/box)
- Four wood or cardboard partitions
- Two cardboard desk carrels
- Four or five blank cassette tapes

VOLUNTEER RECRUITMENT, TRAINING AND EVALUATION

Volunteers in the ERC program are generally selected from junior high, high school and college programs or the community.

Recruiting

Once the need is established for additional assistance in the room, the ERC teacher may recruit an aide through a general survey of the community, a check with school counselors, principles, volunteer agencies, social groups or college student service organizations. This should provide a varied selection from which to choose.

The volunteer is screened and interviewed by the ERC teacher and sometimes by the instructional aide and building principal. At this time, the amount of experience the volunteer has had with children and the amount of time the volunteer has to offer the program is assessed.

In order to warrant the time involved in the training of a volunteer, a commitment of a minimum of three hours a week should be required.

To insure the reliability of a volunteer (especially in the case of junior high and high school students) it helps to draw up a contract of responsibilities to be approved and signed by the volunteer, the school counselor, parents of the volunteer and the ERC teacher.

Training Procedures

Prior to the step-by-step training of the volunteer, an inservice ERC orientation lecture is given.

Then the trainee is given a pretest on behavioral terminology and situational problems. This shows the ERC teacher the volunteer's knowledge, strengths and weaknesses. The pretest can later be compared to the posttest to measure improvement.

Next, the trainer models the teaching task(s) to which the volunteer will be assigned. The volunteer should be told to notice both teaching procedures

VOLUNTEER TRAINING

AND

EVALUATION

and management skills.

Then the volunteer performs the task(s) while the trainer observes, filling out the Observation Form. Afterward, the trainer sets a time to discuss the observation and answer questions.

Any trainee working for a substantial block of time each week should be exposed to or trained in a variety of jobs at the ERC. If the volunteer's time is limited, he/she should be trained in a specific area of instruction or given the opportunity to select certain areas of interest.

Records Kept on Trainee

Daily records of the volunteer's hours are recorded.

Weekly reliability evaluations are made by the ERC teacher on specified volunteer responsibilities. The teacher evaluates management and teaching procedures, and then informs the volunteer of his/her strengths and weaknesses.

Volunteer training and testing materials follow.

TRAINING MANUAL

The following is a training manual to be used in training new personnel entering the Educational Resource Center in resource room management.

The training manual involves the trainee in step-by-step procedures used in the Educational Resource Center. The trainee first observes in the ERC, then experiences each of the jobs in the ERC, administers testing materials and writes objectives based on the results, and finally, the trainee writes both a Behavior Management and Academic Prescriptive Program.

The trainee is supervised throughout the training sessions. Objectives the trainee must meet and methods to evaluate these objectives are also included in the training procedure.

Accompanying the training manual is an outline of subjects to be covered during an inservice lecture.

OBJECTIVE	TRAINING PROCEDURE	EVALUATION
I. Pre Service Lecture		
II. Trainee Observes ERC in Progress		
A. Trainee observes ERC in progress for a minimum of one hour.	A. Trainee observes in ERC 1. Trainee has no interaction with students in ERC. ____ 2. Trainee takes volunteer pre/posttest. ____ 3. Trainee reads volunteer/aide notebook. ____ 4. Trainee reads articles "How To Take The Put-downs Out of Praise" and "Sixty-five Ways to Say 'Good For You.'" 5. Trainee observes each of the following as modeled by ERC teacher: ____ a. Group and individual teaching session (one in math and the other in reading). ____ b. Floor management. ____ c. Time tests.	A. Trainee signs attendance forms as to the hours present in ERC. Pretest score. Attendance information.
B. Trainee completes teacher observation form with 90% reliability during observation of ERC teacher administering a prescriptive program.	B. Trainee is instructed in use of Teacher Observation Form or comparable observation form specified by the trainer. ____ 1. Trainee instructed in use of Observation Form. ____ 2. Trainee observes ERC teacher using Teacher Observation Form.	B. Trainee meets 90% reliability check on completion of Teacher Observation Form. Date: Score:

OBJECTIVE	TRAINING PROCEDURE	EVALUATION
	____ 3. Trainee uses form the following day while observing the above teaching stations in A-3. Trainer observes for same time period using the same form.	
	____ 4. Trainee discusses observation with trainer, and trainer determines reliability of observations.	
III. Trainee Administers Time Tests		
A. Trainee administers time-test in reading or math with 100% reliability check with trainer.	A. Trainee observes at time-test station and administers time-test.	A. Trainer measures trainee's reliability in administering time-test by using the time-test being administered during observation of trainee.
	____ 1. Trainee reads all time-test programs.	
	____ 2. Trainee observes one time-test in a reading skill and one in a math skill administered by trainer.	
	____ 3. Trainer gives trainee time-test in letter sounds. (Trainee meets criteria of ____ on Says Sounds Test.)	
	____ 4. Trainee is instructed in use of stopwatch for one-minute-time-test.	
	____ 5. Trainee is assigned either reading or math time-test to administer.	
	____ 6. Trainee rereads program to be administered.	

OBJECTIVE	TRAINING PROCEDURE	EVALUATION
	_____ 7. Trainee prepares materials needed in administering time-test.	
	_____ 8. Trainee administers time-test to student while trainer observes.	Date: Score:
	_____ 9. Trainee discusses time-test with trainer and their scores are compared.	
B. Trainee records data from time-test with 100% accuracy.	B. Trainer instructs trainee in data procedures.	B. Trainee records data from results of time-test on Daily Data Sheet and Station Check Sheet.
	_____ 1. Trainee observes trainer recording data from results of time-test.	
	_____ 2. Trainee records data on Daily Data Sheet and Station Check Sheet after administering time-test.	Date: Score:
	_____ 3. Trainer observes trainee recording data.	
	_____ 4. Trainer models again at trainee's request.	
IV. Trainee Teaches: Individual, Small Group, Floor Management		
A. Trainee is _____% accurate in presenting cues and consequences in individual teaching situation with a ratio of 4:1, positive to negative consequences.	A. Trainee teaches individual in math.	A. Trainee's accuracy in individual teaching situation is measured on Teacher Observation Form by trainer.
	_____ 1. Trainee reads program to be administered by trainer.	
	_____ 2. Trainer models program while trainee observes using Teacher Observation Form.	

OBJECTIVE	TRAINING PROCEDURE	EVALUATION
	3. Trainee discusses results of observation with trainer. 4. Trainee prepares materials needed in presenting program. 5. Trainee teaches while trainer observes using Teacher Observation Form. 6. Trainer discusses results of observations with trainee. 7. Trainer models again at trainee's request.	Date: Cues appropriate: Consequences appropriate: Ratio +/-:
B. Trainee is _____% accurate in presenting cues and consequences in small group teaching situation with a ratio of 4:1 positive to negative consequences.	B. Trainee teaches small group in reading. 1. Trainee reads program or lesson manual. 2. Trainer models program while trainee observes using Teacher Observation Form. 3. Trainee discusses results of observation with trainer. 4. Trainee prepares materials needed in presenting program. 5. Trainee teaches while trainer observes using Teacher Observation Form. 6. Trainer discusses results of observation with trainee. 7. Trainer models again at trainee's request.	B. Trainee's accuracy in small group teaching situation is measured on Teacher Observation Form by trainer. Date: Cues appropriate: Consequences appropriate: Ratio +/-:

OBJECTIVE	TRAINING PROCEDURE	EVALUATION
C. Trainee manages the "floor" during a 10-minute observation period meeting the following criteria: 1. Maintains an average student attending rate of 80% or higher. 2. Gives 90% appropriate consequences with a ratio of 4:1 positive to negative. 3. Spends an average of no more than 30 seconds with each student. 4. Records data with 90% accuracy. ("Floor" refers to the independent work area for the students in the ERC.)	C. Trainee demonstrates ability as floor manager. ____ 1. Trainee reads all floor management programs (programs done independently by students at their desk rather than in a teaching situation). ____ 2. Trainer models floor management for 20 minutes while trainee observes using Teacher Observation Form and stopwatch. ____ 3. Trainee discusses results of observation with trainer. ____ 4. Trainee manages "floor" for 10 minutes while trainer observes using Teacher Observation Form. ____ 5. Trainer checks data recorded by trainee. ____ 6. Trainer discusses results of observation with trainee. ____ 7. Trainer models again at trainee's request.	C. Trainer uses Teacher Observation Form and stopwatch in measuring trainee's performance as floor manager. Date: Attending: Consequences: Ratio +/-: Time/Student: Data:
V. Trainee Selects Seatwork		
A. Trainee programs student's seatwork using Daily Data Sheet with 100% accuracy.	A. Trainee reads student's Daily Data Sheet and determines seatwork for that student. ____ 1. Trainer instructs trainee in using Daily Data Sheets to select a child's seatwork.	A. Trainer checks the student's Daily Data Sheet to determine whether the trainee met 100% accuracy in programming for the student's seatwork.

OBJECTIVE	TRAINING PROCEDURE	EVALUATION
	____ 2. Trainer instructs trainee in the location of instructional materials. ____ 3. Trainee selects the following day's seatwork for a child using the Daily Data Sheet.	Date: Score:
VI. Trainee Writes Academic and Behavior Programs		
A. Trainee writes one academic program and one behavior program with 90% accuracy.	A. Trainee designs and writes academic and behavior programs with supervision of trainer. ____ 1. Trainer meets with trainee and assigns one academic prescriptive program and one behavior management program to be designed and written by trainee. ____ 2. Trainee follows guidelines for writing prescriptive programs and behavior management programs. ____ 3. Trainee meets with trainer on a regular basis to review materials being written by trainee and answer questions. ____ 4. Trainee completes the two programs and gives them to trainer for final evaluation. ____ 5. Trainee works on programs until 90% accuracy is met.	A. Trainer uses the Guidelines for Writing the Academic and Behavior Management Programs to evaluate trainee's accuracy. Date: Score:
VII. Trainee Administers Testing Materials and Writes Objectives for a Student Based on the Results		
A. Trainee administers testing materials to student with 85% accuracy.	A. Trainee observes and administers testing materials to student, one in each of the basic skills as selected by the trainer.	A. Trainer uses testing materials in observing and evaluating testing procedures used by trainee.

OBJECTIVE	TRAINING PROCEDURE	EVALUATION
	____ 1. Trainee reads testing manual on presentation and evaluation of those testing materials to be used by trainer.	Date: Score:
	____ 2. Trainee observes trainer administering the test.	
	____ 3. Trainer discusses with trainee the administration of the test.	
	____ 4. Trainee administers test to a new referral using assessment materials used by trainer in prior observation.	
	____ 5. Trainer observes trainee administering pretest.	
	____ 6. Trainee discuss with trainer the results of the test.	
	____ 7. Trainer models again at trainee's request.	
B. Trainee writes objectives for student, based on results of testing materials, with 85% accuracy.	B. Trainee scores test results and writes objectives for student.	B. Trainer uses testing results in evaluating the objectives written by trainee.
	____ 1. Trainee scores results with trainer's supervision.	
	____ 2. Trainee identifies specific skill deficits on completion of scoring test results.	
	____ 3. Trainee writes objectives for student based on test results.	

VOLUNTEER PRE/POST TEST

DIRECTIONS: Circle the correct letter or letters that best answer each question.

I. WHEN DEALING WITH A CHILD ONE-TO-ONE

A. When you are working with one child and he/she doesn't respond to your request to start working, you should:

(1) Notify teacher or assistant
(2) Remind him/her that the work must be finished before any other activity
(3) Demand that he/she work or else
(4) Squeeze his/her arm till he/she works

B. A student hits you for some reason. You should:

(1) Pretend you are really hurt
(2) Hit the student back immediately
(3) Ignore it
(4) Inform the teacher immediately

II. WHEN WORKING WITH A GROUP

A. In working with a group, one child starts bothering another child. You should:

(1) Give praise to those who are working or attending
(2) Tell him to knock it off
(3) Ignore the behavior and do nothing
(4) Place him/her in time-out

III. WHEN RECORDING SCORES

A. When a child needs help on a word or problem, then gives the correct answer, you should:

(1) Count it as an error when recording
(2) Count it correct when recording
(3) Don't count it
(4) Give him/her a second chance

B. When recording Say Sounds on Daily Data Sheet, after the child has read 5 wrong and 32 right, you should record in which of the following ways:

(1) 5/32
(2) 27
(3) 32/5
(4) 32 correct/5 errors

IV. WHEN ON THE FLOOR

A. The classroom teacher is working with a child; you need an answer to a minor question. You should:

(1) Get the teacher's attention by saying his/her name
(2) Get the teacher's attention by standing over his/her shoulder
(3) Ask the assistant if he/she is not busy
(4) Wait for a break

B. A child is being punished or ignored and starts popping up from behind the screen. If teacher and assistant are both busy, you should:

(1) Ignore the child
(2) Tell him/her to be quiet right now
(3) Praise those children who are quiet
(4) Tell the class to look at this student; he/she's in time-out and still not quiet

C. You are the floor manager. The teacher and assistant are working with small groups. A child is having trouble with an assignment. When you respond to his/her raised flag, he/she requests the help of the other teacher. You should:

(1) Ask the teacher for help
(2) Tell the child not to argue
(3) Force the child to do it your way
(4) Tell the child while you are working with him/her, you are the teacher

D. A child sits with his/her flag up and calls out, "Hey, I have my flag up." You should:

(1) Praise the child for raising the flag and help him/her
(2) Tell the child to be quiet, then he/she'll get help
(3) Help and reinforce someone else who is sitting quietly with flag up
(4) None of the above

E. If a child is sitting quietly in his seat with a book out and flag up and you are working on the floor, you should:

(1) Praise and thank the child for waiting with flag up, then help him/her
(2) Hope it will rub off on others
(3) Ignore and help someone who has hand up
(4) Both (1) and (2)

F. When you walk into the room a student talks out to you with a statement or a question. You should:

(1) Place him/her in time out
(2) Say good morning and answer the question
(3) Indicate you heard him/her, but let him know you can't respond
(4) Ignore until flag is up or free time

G. A child completes a math assignment with 50% errors. First thing you should do is:

(1) Tell child to do the page over
(2) Check the errors with red checks and have the child correct them
(3) Say "Wow, you really did a good job."
(4) Focus on all the correct ones then point out the errors for correction

H. A student asks you a question that you do not know the answer to. You should:

(1) Make up an answer so you don't look bad.
(2) Tell the student it is not an important point and go on
(3) Ignore the question
(4) Admit you don't know and work on finding out the answer

V. POLICIES

A. You are sick and cannot come to class on time. You should:

(1) Just don't show up and tell the teacher the next time you are there
(2) Come anyway because you have work to do
(3) Call in as soon as you know so the teacher will not plan for you
(4) None of the above

B. All you ever do is run dittoes and staple. You're fed up and want to do something else. You should:

(1) Quit
(2) Ask for a transfer to another time
(3) Do poor work
(4) Discuss feeling with teacher

VOLUNTEER PRESERVICE LECTURE

I. The Educational Resource Centers Concept

   A. Defining the ERC

      1. An instructional setting to which a student comes for specified periods of time.

      2. The ERC teacher provides instructional support to both the student and his/her teacher.

   B. Student attends both a regular classroom and the ERC.

      1. Student attends the ERC only part-time on a regularly scheduled basis.

      2. Student remains in a regular classroom for at least a portion of the day.

II. Type of students eligible for service.

   A. The ERC serves elementary students who are eligible for service as:

      1. Educable Mentally Retarded
      2. Learning Disabled
      3. Emotionally Handicapped
      4. Physically Handicapped

   B. Students served on first come, first served basis with the following priorities:

      1. Most severely handicapped
      2. First grade and primary students in the elementary ERC
      3. Students who don't fit the above as space permits

III. Referral Procedures

   A. Students are referred by school, parents, or agency.

   B. Referral staffing is held.

      Parents of student, principal, ERC teacher, and person who initiated the referral (either student's teacher or agency) are invited.

   C. Referral staffing report is written.

      1. Statement includes history of student, (statement of problem), current functioning, recommendations, and a

list of terminal objectives for student.

2. Everyone attending staffing receives a written copy of the report.

IV. Scheduling ERC students

A. Regular classroom assignment.

1. A student new to the school is assigned a regular classroom on the basis of chronological age and current academic and social functioning.

2. The principal makes the final decision regarding the regular classroom placement of a student.

B. ERC teacher meets with student's regular classroom teacher.

1. ERC teacher is responsible for setting meeting with regular teacher.

2. ERC teacher may want to discuss specific procedures needed in working with a particular problem (example: physical handicap).

3. ERC teacher is responsible for offering to help obtain work materials for the student while he/she is in the regular classroom.

C. ERC teacher and student's regular teacher establish schedule for student.

1. Student's regular teacher presents daily classroom schedule to ERC teacher.

2. ERC teacher discusses with regular teacher mainstreaming the student in regular class for social activities such as music, art, P.E., and lunch.

3. The two teachers agree on placement of student in regular class for those areas where student can participate successfully.

4. ERC teacher records those times student will participate with regular class on scheduling in ERC.

The scheduling chart is composed of the student's name and the times during the day the student will be attending either the ERC or the regular classroom.

5. ERC teacher programs for new student based on the terminal objectives set at the staffing.

   a. ERC teacher measures current academic ability using assessment materials.

   b. ERC teacher develops an instructional sequence to meet the terminal objectives.

V. Physical Organization of ERC

A. The ERC is located in a public school.

B. The ERC is located near the center of the school building for easy access to all classrooms.

C. The ERC is divided into teaching stations.

   1. Central independent seatwork area.

   2. Direct teaching stations involving math and reading.

   3. Time test station.

   4. Free time area.

      a. Instructional games
      b. Library of books at different reading levels.

D. Study carrels or some type of partition is necessary in dividing room into teaching stations.

E. The ERC teacher may consider employing a signaling device to be used by the student when in need of help.

VI. Specific Teaching jobs in ERC (A detailed description of each of these jobs can be found in "Training Procedures").

A. Giving time tests.

B. Direct teaching of individuals and small groups in reading and math.

C. Floor managing, supervising the independent seatwork area, free time area, and implementing behavior management programs.

VII. Behavior Required of Trainee

A. Specific information pertaining to ERC students is not to be discussed outside of ERC.

B. The principal is to be involved in all decision making pertaining to activities involving the regular school and its staff.

C. Cooperation with other staff members outside of ERC such as duties.

VIII. Required Reading Materials (The following reading list varies with each Center. Based on the skills of the trainee, the ERC teacher decides what materials will be required and what scoring methods will be used.)

A. Pretest is given on behavioral terminology based on teaching research exam.

1. Trainee must score 90 percent on pretest or the test must be taken again until 90 percent score or better is reached.

2. Handout on behavior terminology and definitions from pretest are given after first pretest.

B. Books

1. Books 1 - 6 of Vance Hall series.

   Trainee turns in written responses to self-tests with scores of 90 percent or better.

2. Hammill, L. *The Resource Room: Rationale and Implementation*. Philadelphia: Bottonwood Farm, Inc., 1972.

3. Patterson, Gerald. *Living with Children*. Research Press, 1968.

4. Becker, Wesley. *Parents are Teachers*. Research Press, 1971.

5. Becker, Wesley. *Teaching a Course in Applied Psychology*. Science Research Association, Inc., 1971.

6. Sulzer, Beth. *Behavior Modification Procedures for School Personnel*. Dryden Press, 1972.

7. Engelmann, Siegfried. *Preventing Failure in the Primary Grades*. Science Research Association, 1969.

ERC TEACHER JOB

DESCRIPTION, OBJECTIVES, EVALUATION

These objectives are to be read and signed by the teacher and coordinator. The coordinator will completely evaluate each teacher's performance on the minimal objectives and growth objectives for each evaluation period ending November 26 and February 4, with May 20 an optional evaluation for the school year 1976-77. The coordinator and teacher must review the evaluation at the end of each evaluation period. The teacher initials it when completed.

The results will be summarized by the coordinator on the Oregon State Teacher Performance Evaluation. The teacher and coordinator will be asked to sign the Teacher Performance Evaluation. The teacher is free to make any comments on the form he/she wishes.

The evaluation and summary will then be entered in the teacher's personnel file in the IED Special Education Office.

These objectives and summaries will be used as the basis for the annual teacher evaluation on which recommendations for hiring for the next school year are made.

* * * * * * * * * * * *

I have read and discussed the attached Teacher Objectives for Educational Resource Center teachers and the District Fair Dismissal Procedure for Contract Personnel, and I understand that I must meet 80 percent of the objectives for first year teachers, or 90 percent for experienced teachers, each evaluation period in order to be recommended for rehiring for the next school year.

I understand that if I have not met 80 percent/90 percent of the objectives that I may not be recommended for rehiring for the next school year.

I understand that I will not be able to meet those objectives which rely on the completion of another objective.

______________________________ Date __________________
Teacher

______________________________ Date __________________
Coordinator

ERC TEACHER JOB DESCRIPTION

I. STUDENT CURRICULUM DEVELOPMENT, MANAGEMENT AND EVALUATION

1. Will attend 90 percent of ERC referral staffings.

2. Will, if the coordinator is not present at the referral staffing, make a written progress statement or decision on each referred student within 15 school days of the dated referral.

3. Will write a minimum of one terminal and one quarterly objective for each 30-minute session scheduled with each ERC student within two weeks of the first day of the quarter. These objectives include an observable behavior, criterion level and target date.

4. Will administer a minimum of one pretest/baseline session for each objective within two weeks of the first day of the quarter and record results on objective record.

5. Will complete posttesting each student's objectives within two weeks after program completion, and record results on objective records.

6. Will write or select prescriptive programs for each student, for each objective, within two weeks after the collection of pretest/baseline data.

7. Will have each prescriptive/behavior modification program managed as instructed in program directions regarding updating and other management procedures.

8. Will alter and return all programs pulled for alteration within five school days and replace programs dropped within five school days.

II. INSTRUCTIONAL TEACHING SKILLS AND BEHAVIOR MANAGEMENT

1. Will present prescriptive programs to individual students maintaining 85 percent correct criteria on observational data including cues, consequation and data collection.

2. Will present group (two to five) instruction using prescriptive programming and behavior modification techniques, maintaining 85 percent correct criterion on observation data.

3. Will maintain daily continuous records on all prescriptive programs administered.

4. Will schedule student and staff time to achieve presentation of each student's complete objectives, a minimum of every other day when present, and have program presentation indicated on program presentation sheet.

5. Will interact effectively with students while supervising seatwork or free-time activities, reinforcing acceptable behavior and appropriately consequating inappropriate behavior, maintaining 85 percent appropriate consequation criteria.

6. Will implement activities, providing systematic review of skills mastered by students, maintaining 75 percent success on probes.

III. COMMUNICATION WITH PARENTS, SCHOOL PERSONNEL AND COMMUNITY

1. Will send a student progress report quarterly to 100 percent of the student's parents, teachers, and home school principal.

2. Will effectively represent the ERC program and philosophy to students.

3. Will effectively represent the ERC program and philosophy to building staff.

4. Will effectively represent the ERC program and philosophy to other professionals.

5. Will participate in one school activity in home school besides assigned duties (i.e., committees).

IV. MANAGEMENT AND SUPERVISION OF TIME, PERSONNEL, EQUIPMENT AND FACILITIES

1. Will be in the classroom completing assigned responsibilities or on class business from 8 a.m. to 4 p.m. each of the teacher contract days, unless prior arrangements are made, or because of illness.

2. Will establish physical setup of the classroom within three weeks after school begins, and maintain appropriated setup for individual student work, group presentations and other areas for classroom needs.

3. Will attend all staff meetings, inservice meetings, and parent staffing meetings, unless prior arrangements are made, or because of illness.

4. Will train, supervise, and evaluate classroom instructional aide as stated on the instructional aide evaluation form; all of evaluation must be completed as indicated on form.

5. Will train, supervise, and evaluate classroom aides (credit and/or volunteer) in the classroom as stated on the course outline agreement, or objectives list that applies.

V. PERSONAL AND PROFESSIONAL GROWTH

Will correctly complete growth objectives as follows:

1.

2.

3.

4.

5.

ERC TEACHER GROWTH OBJECTIVES

A teacher's individual growth objectives can cover program development, public relations, room organization, study of current literature, or any other area agreed upon by the supervisor and the ERC teacher. Following are samples of growth objectives:

OBJECTIVES	ACTIVITIES	EVALUATION
1. A.B. will write and initiate a prescriptive program to teach students independent work skills by May 1, 1976	1.1 Develop the following subcomponent programs: a. Independent scoring. b. Independent material retrieval. c. Lengthening independent work period. d. Decreasing reinforcement for independent work.	1.1.1 By May 1, 1976 C.D. will check the prescriptive program, Independent Work Skills, against a prescriptive program format. Data for five students, covering 14 calendar days, will also be checked.
2. By May 1, 1976 A.B. will develop a system for offering materials and services to regular classroom teachers at Walker Elementary School.	2.1 Present a material or technique once a month at teacher's meeting 2.2 Evaluate reading skills file. 2.3 Initiate one project or inservice on teacher request.	2.1.1 By May 1, 1976 C.D. will check teacher's meeting agendas for ERC presentations, check file for critique of reading skills file, and check filed information on initiated projects.
3. By May 1, 1976 A.B. will read the article "Mainstreaming: the Child's Right" and discuss it with the staff.	3.1 Read the article. 3.2 Write down key thoughts. 3.3 Report article to staff at a Wednesday staff meeting.	3.1.1 By May 1, 1976 C.D. will check weekly staff meeting reports for report and discussion of the article.

ERC TEACHER EVALUATION

I. STUDENT CURRICULUM DEVELOPMENT, MANAGEMENT AND EVALUATION

1. Will attend 90% of ERC referral staffings.

   EVALUATION: The ERC coordinator will record attendance at staffings.

2. Will, if the coordinator is not present at the referral staffing, make a written decision on each referred student within 14 school days of the dated referral.

   EVALUATION: The ERC coordinator will check a minimum of three referral forms for written decisions dated within 14 school days of the initial referral.

3. Will write a minimum of one terminal and one quarterly objective for each 20-minute session scheduled with each ERC student. These objectives include an observable behavior, criterion level, and target date, within two weeks of the first day of the quarter.

   EVALUATION: The ERC coordinator will check a minimum of five objective records for first attendance date, objective record date and objective content.

4. Will administer a minimum of one pretest/baseline session for each objective within two weeks of day one of the quarter and record results on objective record.

   EVALUATION: The ERC coordinator will check a minimum of five pretests for one administration date and compare them to the listed objectives and the student's first attendance date.

5. Will complete posttesting each student's objectives within two weeks after program completion, and record results on objective records.

   EVALUATION: The ERC coordinator will check forms for posttest data and dates.

6. Will write or select prescriptive programs for each student for each objective, within two weeks after the collection of pretest/baseline data.

   EVALUATION: The ERC coordinator will review the written prescriptive programs for each student and measure them against minimum program writing criteria.

7. Will have each prescriptive/behavior modification program managed as instructed in program directions regarding updating and other management procedures.

   EVALUATION: The ERC coordinator will randomly select 10 programs to check for program management instruction adherence.

8. Will alter and return all programs pulled for alteration within five school days and replace programs dropped within five school days.

   EVALUATION: The ERC coordinator will check programs staffing forms and program presentation sheets for dated notations and related information.

II. INSTRUCTIONAL TEACHING SKILLS AND BEHAVIOR MANAGEMENT

1. Will present prescriptive programs to individual students maintaining 85% correct criteria on observational data including cues, consequation and data collection.

   EVALUATION: The ERC coordinator will observe and record data for two 15-minute periods using any of the current ERC trainer evaluation forms.

2. Will present group (2-5) instruction using prescriptive programming and behavior modification techniques, maintaining an 85% correct criteria on observation data.

   EVALUATION: The ERC coordinator will observe and record data for two 15-minute periods using any of the current ERC trainer evaluation forms.

3. Will maintain daily continuous records on all prescriptive programs administered.

   EVALUATION: The ERC coordinator will review each student's daily continuous records.

4. Will interact effectively with students (not in 1-1 or group instruction) reinforcing acceptable behavior, and appropriately consequating inappropriate behavior, maintaining an 85% appropriate consequation criteria.

   EVALUATION: The ERC coordinator will observe and record data for two 15-minute periods using any of the current ERC trainer evaluation forms.

5. Will implement activities providing systematic review of skills mastered by students, maintaining 75% success on probes.

   EVALUATION: The ERC coordinator will probe four or more mastered program steps at random using any of the current ERC trainer evaluation forms.

6. Will schedule student and staff time to achieve presentation of each student's complete objectives, a minimum of every other day when present, and have program presentation indicated on program presentation sheet.

   EVALUATION: The ERC coordinator will check presentation sheet for minimum of program presentation every other day.

III. COMMUNICATION WITH PARENTS, SCHOOL PERSONNEL AND COMMUNITY

1. Will send a student progress report to the student's parents, teacher, and home-school principal, quarterly.

   EVALUATION: The ERC coordinator will check each student's files for the student's progress record.

2. Will effectively represent the ERC program and philosophy to students.

3. Will effectively represent the ERC program and philosophy to building staff.

4. Will effectively represent the ERC program and philosophy to other professionals.

   EVALUATION: The ERC coordinator will observe student-teacher interaction, contact building personnel, and other professionals to request relevant information.

5. Will participate in one school activity in home-school besides assigned duties (i.e., committees).

EVALUATION: The ERC coordinator will contact building principal to request information.

IV. MANAGEMENT AND SUPERVISION OF TIME, PERSONNEL, EQUIPMENT AND FACILITIES

1. Will be in the classroom completing assigned responsibilities or on class business from 8:00 a.m. to 4:00 p.m. each of the teacher contract days, unless prior arrangements are made or because of illness.

EVALUATION: The ERC coordinator will check with IED business office for days of absence, with teacher or other classroom staff.

2. Will establish physical setup of the classroom within three weeks after school begins, and maintain appropriate setup for individual student work, group presentations and other areas for classroom needs.

EVALUATION: The ERC coordinator will check the classroom for areas of individual instruction, group activities, gross motor skill development, and other priority areas.

3. Will attend all staff meetings, inservice meetings, and parent staffing meetings, unless prior arrangements are made, or because of illness.

   EVALUATION: The ERC coordinator will record attendance at meetings.

4. Will train, supervise, and evaluate classroom instructional aide as stated on the instructional aide evaluation form; all of evaluation must be completed as indicated on form.

   EVALUATION: The ERC coordinator will check each instructional aide evaluation form and review with teacher and aide, if necessary.

5. Will train, supervise, and evaluate classroom aides (credit and/or volunteer) in the classroom as stated on the course outline agreement or objectives list that applies.

   EVALUATION: The ERC coordinator will check evaluations for each classroom aide, (credit, work study, practicum, and volunteer) and check with teacher and aide when needed for completing required evaluation data.

V. PERSONAL AND PROFESSIONAL GROWTH

INSTRUCTIONAL ASSISTANT

JOB DESCRIPTION

The general objective and responsibility of an ERC instructional assistant is to function as an assistant to the ERC teacher. The following objectives are required of all ERC instructional assistants. Additional responsibilities will be assigned by the teacher or coordinator to meet the needs of each individual ERC assistant. These will be listed on the evaluation form.

OBJECTIVES:

The ERC instructional assistant will:

1. Be in the classroom completing assigned responsibilities or on class business from 8 a.m. to 4 p.m. each of the assigned teaching days, unless prior arrangements are made or because of illness.
2. Administer prescriptive programs:
    a. Review programs before administering.
    b. Present prescriptive programs to individual students maintaining 85 percent correct criteria on observation data.
    c. Present group (two to five) instruction, utilizing prescriptive programming and behavior modification techniques, maintaining a 80 percent criteria on observation data.
3. Interact effectively with students (not in one-to-one or group instruction), reinforcing acceptable behavior, and appropriately consequating inappropriate behavior, maintaining a 80 percent appropriate consequation criteria.
4. Maintain daily continuous records on all prescriptive programs administered.
5. Assist in posttesting each student's objectives within three weeks after program completion and record results on objective records.
6. Escort and supervise students.
7. Correct work.
8. Type and/or copy assigned work.

9. Attend staff meetings, inservices and conferences on request.
10. Read all assigned materials.
11. Effectively represent the ERC program, philosophy and students to building staff where the teacher and classroom are located.
12. Correctly complete growth objectives.

INSTRUCTIONAL ASSISTANT

JOB DESCRIPTION

INSTRUCTIONAL ASSISTANTS WITH ONE YEAR'S EXPERIENCE:

The ERC instructional assistant will:

1. Administer a minimum of one pretest baseline session for each objective within two weeks of the student's first ERC attendance date and record results on objective records.
2. Assist in sending student progress reports to 100 percent of the student's parents, teacher and home school principal quarterly.
3. Assist in establishing physical setup of the classroom within three weeks after school begins, and maintain appropriate setup for individual student work, group presentation and other areas of classroom needs.
4. Assist with the management of each prescriptive or behavior modification program as stated in program directions regarding updating and other management procedures.
5. Assist in altering and returning all programs pulled for alteration within five school days and replacing programs dropped within five school days.
6. Correctly complete growth objectives.

Each first-year ERC instructional assistant will be evaluated one time before the twenty-fifth of each month from September to May by the resource teacher. After the first year, evaluations will be quarterly. Skills 1-12 will be required objectives for all ERC assistants for the first year. Skills 1-6 will be required after the first year; they are optional for the first year. The ERC assistant and teacher will list additional growth objectives which the assistant and teacher feel should be worked on. After each evaluation the teacher and assistant will meet and review the evaluation. At the end of the school year the teacher will complete the recommendation section and return to the ERC coordinator for placement in the assistant's file.

I have read the above job description and understand the responsibilities involved. I agree to accept the position as described.

Signed________________________________ Date ________________
(Name)

INSTRUCTIONAL ASSISTANT EVALUATION

	Sept. 1	Oct. 2	Nov. 3	Dec. 4	Jan. 5	Feb. 6	Mar. 7	Apr. 8	May 9
1. Be in the classroom completing assigned responsibilities or on class business from 8:00 a.m. to 4:00 p.m. each of the assigned teaching days, unless prior arrangements are made or because of illness. EVALUATION: The ERC teacher will check the IED log for days of absence.									
2. Administer prescriptive programs:									
a. Review programs before administering.									
b. Present prescriptive programs to individual students maintaining 85% correct criteria on observation data.									
c. Present group (2-5) instruction utilizing prescriptive programming and behavior modification techniques maintaining a 80% criteria on observation data. EVALUATION: The ERC teacher will check three prescriptive programs for proper administration by observing and recording data for two 15-minute periods using any of the current ERC evaluation forms.									
3. Interact effectively with students (not in 1-1 or group instruction), reinforcing acceptable behavior, and appropriately consequating inappropriate behavior, maintaining a 80% appropriate consequation criteria. EVALUATION: The ERC teacher will check three prescriptive programs for proper administration by observing and recording data for two 15-minute periods using any of the current ERC evaluation forms.									

4. Maintain daily continuous records on all prescriptive programs administered.

   EVALUATION: The ERC teacher will review each student's daily continuous records.

5. Assist in posttesting each student's objectives within three weeks after program completion and record results on objective records.

   EVALUATION: The ERC teacher will check forms for posttest dates.

6. Escort and supervise students.

   EVALUATION: The ERC teacher will check with school principal and observe the assistant's supervisory skills with students outside of ERC.

7. Correct work.

   EVALUATION: The ERC teacher will check correction and scoring of five papers.

8. Type and/or copy assigned work.

EVALUATION: The ERC teacher will check typed or copied work.

9. Attend staff meetings, inservices and conferences on request.

EVALUATION: The ERC teacher or coordinator will record attendance at meetings.

10. Read all assigned materials.

EVALUATION: The ERC teacher will ask questions regarding assigned materials.

11. Effectively represent the ERC program, philosophy and students to building staff where the teacher and classroom are located.

EVALUATION: The ERC teacher will meet with the building staff members to request relevant information.

12. Correctly complete growth objectives.

EVALUATION: The ERC teacher will check growth objectives for completion by due date.

RECORDING KEY:

Objective correct and complete	1.
Objective partially correct and complete	.5
Objective unacceptable (incorrect, incomplete)	.0
Objective not applicable	NA

Number of objectives complete and correct
Number of objectives partially correct and complete (50%)
Number of objectives unacceptable
Number of objectives not applicable

TOTAL

PERCENT

INSTRUCTIONAL ASSISTANTS WITH ONE-YEAR'S EXPERIENCE

1. Administer a minimum of one pretest baseline session for each objective within two weeks of the student's first ERC attendance date and record results on objective records.

EVALUATION: The ERC teacher will check a minimum of five pre/post tests for one administration date and compare them to the listed objectives and the student's first attendance date.

2. Assist in sending student progress reports to the student's parents, teacher and home-school principal quarterly.

   EVALUATION: The ERC teacher will check each student's progress report before sending to IED for content.

3. Assist in establishing physical setup of the classroom within three weeks after school begins, and maintain appropriate setup for individual student work, group presentation and other areas of classroom needs.

   EVALUATION: The ERC teacher will evaluate the assistant's participation in establishing areas of individual instruction, group activities and other priority areas for the needs of the classroom.

4. Assist with the management of each prescriptive or behavior modification program as stated in program directions regarding updating and other management procedures.

   EVALUATION: The ERC teacher will randomly select five programs to check for program management instruction adherence.

5. Assist in altering and returning all programs pulled for alteration within five school days and replacing programs dropped within five school days.

   EVALUATION: The ERC teacher will check programs and program presentation sheets for dated notations and related information.

6. Correctly complete growth objectives.

EVALUATION: The ERC teacher will check growth objectives for completion by due date.

RECORDING KEY:

Objective correct and complete	1.
Objective partially correct and complete	.5
Objective unacceptable (incorrect, incomplete)	.0
Objective not applicable	NA

Number of objectives complete and correct

Number of objectives partially correct and complete (50%)

Number of objectives unacceptable

Number of objectives not applicable

TOTAL

PERCENT

ABOUT THE
TEACHER OBSERVATION FORM

Following are a copy of the Teacher Observation Form, a sample of a completed form, and guidelines for its use. Also included is a copy of an Average Daily Time Form.

The ERC Teacher Observation Form is a modification of one designed by the Exceptional Child Division, Teaching Research, Oregon State System of Higher Education, copyright 1975. It focuses on three important aspects of instruction: cues, consequences and correction procedure. The cues with which the observer is concerned are those signals or directions that elicit the desired response from the child. For example, "Sound it out" is a cue for the child to sound out a word by saying each sound separately in sequence. Consequences can be either positive or negative, and either respectively increase or decrease the desired response. When the child makes an error, it is important that the right correction procedure is used, giving him/her the opportunity to give the correct response.

A measure of students' response to the instruction is taken through a count of the number of students on task in the group.

The observation form was designed to give a sample of a teacher's instructional techniques and interactions with the student and can be used with teachers, aides, or volunteers.

Teacher ______________________ Observer ______________________

Role ______________________ Date ______________________

School ______________________ TEACHER OBSERVATION FORM Time ____________ To ____________

5 Minute Time Sample			Continuous Time Sample																Comment
			CUES		CONSEQUENCES														
					APPROPRIATE		FAIL TO CONSEQUATE		INCORRECT CORRECTION PROCEDURE*					INAPPRO-PRIATE					Comment
Min.	Class N	Task Orient N	Appr.	Not Appr.	+ P	- N	+ P	- N	1	Cons.	Model	Cue	Reinf.	Weak	No Pair	Delay	Rf. In.	Other	
5																			
10																			
15																			
20																			
TOTAL										▨	▨	▨	▨						

* For scoring mark once in box 1 for incorrect procedure and once in appropriate box for type of error.

OBSERVATION SUMMARY

Topic	% Correct
Attending	
Cues	
Consequences	
Consequences: +/-	
Probes	

PROBES

Student Initials	Program	Step/Criteria	Data Reliability	P/F

Teacher Nelson
Role EKC
School Talent

TEACHER OBSERVATION FORM

Observer Warrick
Date 1/22/76
Time 9:15 To 9:35

5 Minute Time Sample			Continuous Time Sample																Comment
			CUES		CONSEQUENCES														
					APPROPRIATE		FAIL TO CONSEQUATE		INCORRECT CORRECTION PROCEDURE*					INAPPROPRIATE					Comment
Min.	Class N	Task Orient N	Appr.	Not Appr.	+ P	- N	+ P	- N	1	Cons.	Model	Cue	Reinf.	Weak	No Pair	Delay	Rf. In.	Other	grp. praise: 11
5	7	6	𝍸 𝍸 𝍸 ||||		𝍸 𝍸 𝍸 𝍸 |||	|	|												
10	7	7	𝍸 𝍸 ||		𝍸 𝍸 ||||	||			|			|	|						- Consider decreasing [illegible] for older students
15	6	5	𝍸		𝍸 𝍸 𝍸			|											- more frequent [illegible] with Scotty
20	5	5	||		||	|		|											
TOTAL	25	23	38	0	54	4	1	2	1	▨	▨	▨	▨						

* For scoring mark once in box 1 for incorrect procedure and once in appropriate box for type of error.

OBSERVATION SUMMARY

Topic	% Correct
Attending	92%
Cues	100%
Consequences	94%
Consequences: +/-	90%
Probes	100%

PROBES

Student Initials	Program	Step/Criteria	Data Reliability	P/F
S.M.	Edmark	18	100%	P
G.S.	Add. +	25		P
J.G.	counts	1 (0-10)		P

TEACHER OBSERVATION GUIDELINES

1. Get all materials: clipboard, watch or stopwatch, pencil, observation form, prescriptive program.
2. Position yourself slightly behind the child (children) where you can watch the teacher or trainee, but where you will be less likely noticed.
3. As the teacher or trainee sets up the instructional materials, fill in the Observation Form heading as follows:

ITEM	EXPLANATION	EXAMPLE
Teacher	The name of teacher or trainee being observed	Patty Knapp
Role	The type of activity and/or The type of instruction	(1) F.M. (floor management) (2) Motor skills 1-to-1
School	Location of observation	Walker ERC
Observer	Name or initial of person making the observation	D.G.W.
Date	The date observation is being made.	5/11/76
Time	The time the observation begins and the time the observation ends	10:30 to 10:45

4. In the Continuous Time Sample section in the middle of the Observation Form, tally in the appropriate box the number of teacher behaviors. Each horizontal row represents 5 minutes. The behaviors that occur in the first 5 minutes of the observation are tallied in the top row. The second 5 minutes in the second row, and so forth.

   Begin the stopwatch (or note the time on your watch) and tally the behaviors under the appropriate headings as follows:

ITEM	EXPLANATION	EXAMPLE
Class N	The total number of children being observed in the instructional setting.	5 (5 children in the group)
Task Orient N	The number of children who, at the end of the 5-minute interval, are attending to task, i.e., looking toward teacher when teacher speaks, looking toward instructional material, following directions appropriately.	4 (Out of the group of 5, 4 were paying attention.)

ITEM	EXPLANATION	EXAMPLE
(Cues) Appropriate	Each cue which is correct as specified in the program should be concise and clear regarding the behavior the child is expected to perform.	Teacher says: "When I touch it, you say it. Get ready . . "
(Cues) Not Appropriate	Cues which are not appropriate are cues which are ambiguous or not clearly stated, cues other than those specified in the program, or cues unnecessarily repeated.	Teacher says, "We're going to look at all these letters and say them...I mean say the sounds. We're going to say all the sounds these letters make. Do you know this letter? Let's all look up here and . . ." ad infinitum.
	Note: Comments regarding the pacing of the presentation, unneccessary distractions, etc. can be made under the "comment" column on the right of the form.	Pacing too slow.
(Consequences) Appropriate	All appropriately delivered consequences:	
+ P	(1) Positive consequences: praise, tokens, feedback that tells the child his/her response was the right one.	"Right, there are 6."
- N	(2) Negative consequences: feedback that tells the child his response was not correct.	"No."
(Consequences) Fail to Consequate	Occasions when feedback should have been given, but was not.	
+ P	(1) Positive: Child gives correct response and teacher fails to praise. OR	Teacher: "6 plus 5." Child: "Eleven!" Teacher: (nothing)
	Teacher has previously punished or corrected a child and does not take opportunity to praise him for the correct response later.	Child repeatedly gets out of his/her seat.

ITEM	EXPLANATION	EXAMPLE
		Teacher: "John, go back to your seat." Child: (goes back to seat) Teacher: (nothing)
- N	(2) Negative: Child makes an error and is not consequated.	Teacher: (points to want) "What's the word?" Child: "What." Teacher:(nothing- goes to next word.)
INCORRECT CORRECTION PROCEDURE		
1	Tally 1 mark for each incorrect procedure. Then tally 1 mark for the specific error under the sub-headings.	These are examples of the correct procedure.
Cons.	Consequate: Teacher fails to say either "yes" or "no," "right" or "wrong," etc.	Teacher (pointing to 5 dots) "Count these." Child: "1...2...3...4." Teacher: "No..."
Model	Teacher fails to model the correct response or prompt the child in giving the correct response.	Teacher continues: "Watch me. 1..2..3..4..5. Do it with me." (Teacher and child do together.)
Cue	Teacher fails to give the cue to see if the child can then give the correct response by himself/herself.	Teacher: "All by yourself, count the dots." Child: "Five!"
Reinforcement	Teacher fails to reinforce (or consequate) the final correct response.	Teacher: "Wow! Good counting!"

ITEM	EXPLANATION	EXAMPLE
(Consequences) Inappropriate	Tally 1 mark in the appropriate column for each of these inappropriate consequences.	
Weak	Any neutral or ambiguous feedback, or consequences which acquire neutral value because of overrepetition.	"O.K." or "Good" (said flatly with no change in facial expression).
No Pair	Teacher gives points, tokens, or primary rewards without simultaneously praising. (Since praise is a higher-level reinforcer, the teacher's goal should be to use the tangible reward to give reinforcing value to social reinforcers.)	Correct procedure: Teacher: (gives token) "Good counting, Jim!"
Delay	Reinforcer or praise is given too long after the response for the child to make the association between them. (The most effective reinforcers are the most immediate.)	
Reinforcer Inappropriate	The teacher has inadvertantly reinforced a behavior that should be punished or ignored.	Teacher: "Look at this picture." Student: (looks out window) Teacher: "Do you see something interesting out there?"
Other	Any other inappropriate consequence, such as nonspecific praise.	Teacher: "You're a good boy."

5. Specific teacher strengths or errors can be noted in the comment column.
6. Add the marks in each column and write the totals in the row marked TOTAL.
7. Fill in the Observation Summary according to the procedures on the following page.
8. Fill in the Probes section according to the procedures on the following page.

OBSERVATION SUMMARY

Attending	Divide the total under "Task Orient N" by the total under "Class N." Multiply by 100 for the percentage score. Criteria: 80%
Cues	Add the totals under "Appropriate" and "Not Appropriate" to obtain the total number of cues delivered. Divide the total under"Appropriate" by the total number of cues delivered and multiply by 100. Criteria: 90%
Consequences	Add together all the totals under the "Consequences" section to obtain the total number of consequences delivered. Add together the two totals in the "Appropriate" columns. Divide the "Appropriate" total by the total number of consequences delivered and multiply by 100. Criteria: 90%
Consequences +/-	Divide the number of positive (+P) Appropriate consequences by the total number of appropriate consequences and multiply by 100. Criteria: 90%
Probes	Divide the total number of probes made by the number passed. Multiply by 100.

Procedure for Conducting Probes

Periodically programs are "probed" to make sure that (1) the child has retained skills learned in a previous step of the program and (2) data has been taken consistently and correctly on the program.

1. Randomly choose three to five children to probe and get their Daily Data Sheets. Write their initials in the place provided.

Procedure for Conducting Probes (cont.)

2. For each child, choose a program you wish to probe. Write its abbreviated name in the "Program" column.

3. Notice the step of the program in which the child is currently placed.

4. Pick a previous step (i.e., one previously passed) and write the step and its advancement criteria (if space permits) in the "Step/Criteria" column.

5. Test the child on the previous step according to the procedures stated in the program. If the child can successfully perform the task to criteria, he passes the probe. Mark P (pass) in the P/F column. Write F (fail) if he does not meet advancement criteria on the step.

6. Data reliability is obtained by taking data on the program while the trainee is also taking data, as the program is being run. Reliability is obtained by dividing the smaller score by the larger score and multiplying by 100 to obtain a percentage.

Educational Resource Centers
Title IV, ESEA

AVERAGE DAILY TIME

Instructions: Under the appropriate month, write the average daily time in minutes that the student spends in the ERC.

STUDENT	TOTAL SCHOOL DAY	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY

ABOUT THE ERC QUESTIONNAIRE

The Educational Resource Centers questionnaire is given to regular class teachers before and after each school year to measure their attitudes toward the Center and their estimations of the ERC teacher's effectiveness. The questionnaire is generally administered by the building principal. The teachers fill it out anonymously; the principal then gives it to the ERC coordinator who collates the information and gives it to district administrators (superintendent, assistant superintendent, principal). The administrators share the results with building staff.

Educational Resource Centers
Title IV, ESEA

EDUCATIONAL RESOURCE CENTERS QUESTIONNAIRE

Instructions: Please complete and return to your principal. Thank you for your cooperation.

PLEASE CHECK THE APPROPRIATE CATEGORY

I. To what extent does the resource center teacher in your building:	NOT AT ALL	SOME TIMES	OFTEN
A. Work cooperatively with you in formulating educational plans.			
B. Provide consultation.			
C. Provide special materials.			
D. Suggest useful instructional techniques.			
E. Provide appropriate encouragement in working with exceptional children.			

Would you like additional assistance from the ERC staff? Yes____ No____
If yes, please explain.

II. Does the ERC project in your building have positive features? Yes____ No____
If yes, what are they?

III. Does the ERC project in your building have negative features? Yes____ No____
If yes, what are they?

IV. For each of the following items, please check the category which best represents your opinion.	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
A. The children served by the ERC can best be served through a combination of ERC and regular classroom instruction.	______	______	______	______	______
B. The children served by the ERC can best be served in regular classroom instruction	______	______	______	______	______
C. The children served by the ERC project can best be served through a resource center alone.	______	______	______	______	______
D. Social contact with regular students has a beneficial effect on exceptional children.	______	______	______	______	______
E. Social contact with exceptional children has a beneficial effect upon regular children.	______	______	______	______	______
F. Having exceptional children in the regular classroom has a detrimental effect on the academic progress of regular students.	______	______	______	______	______

V. What changes do you feel should be made in the ERC project to make it more "workable"?

PROGRAM EVALUATION RESULTS

The final evaluation report of the Jackson County project's validation year (1975-76) will be available by August 1976. Evaluation of the 1974-75 developmental year produced these results:

Objective #1

By June 1975, 50 percent of the educable mentally retarded, behavior handicapped and learning disabled children identified and served by the ERC, will spend 75 percent of their school time in regular class activities. Fifty-six percent of the 82 children served during 1974-75 school year did spend at least 75 percent of their school time in regular classes.

Objective #2

By June 1975, 80 percent of the identified emotionally handicapped children who spend more than 90 percent of their time in a regular class will score within the average range on a social skills checklist. One hundred percent of the children scored within the average range on the Walker Problem Behavior Identification Checklist. However, this information was available for only six children, which makes the generalization of their success difficult to state.

Objective #3

Seventy-five percent of the project children will acquire behavioral skills which will permit them to operate in a regular classroom. Eighty percent of the children who had behavior objectives did attain the criteria established for them.

Objective #4

Seventy-five percent of the project children will acquire academic skills which will permit them to operate in a regular classroom. During the 1974-75 school year, 65 percent of the children attained the prescribed criteria on academic skills.

Comments of the project evaluator (Northwest Regional Educational Laboratory) included the following:

"Changes in the students' performance in nearly all academic areas were substantial. It is doubtful that the project's students would have experienced such success under more conventional instructional arrangements. There is good reason to believe that the project's instructional processes were instrumental in providing the changes in student performance. That is the student performance data are derived from an experimental design in which (a) each student is pretested two times, (b) instruction is provided, and (c) two posttests are administered. Objectives are adjudged attained only in those instances in which students fail the two pretests and subsequently demonstrate mastery on both posttests.

The project's staff training model represents a powerful approach. The model entails the establishment of objectives and instruction followed by clinical observation and feedback."

PROPOSED CHANGES IN ADOPTION

Elements critical to the Educational Resource Centers include mainstreaming (defined as enrollment in a regular home classroom), individual selection of objectives by regular class teachers, individual prescription and daily monitoring of data. Modifications which are possible include:

(a) Use of the Educational Resource Centers model at the junior high or senior high level— Data on the success of the model at the junior high level is available from the Jackson Intermediate Education District; data on the senior high model will be available in June 1977.

(b) Flexibility in number of ERC staff — Educational Resource Centers can serve fewer or greater numbers of children based on the number of staff. The standard ERC model employs one Educational Resource Center teacher and one instructional assistant. Jackson Intermediate Education District has conducted resource centers with one teacher and up to two-and-one-half assistants. It is important that a ratio of one staff member per 10 students served be maintained. However, with enough space and materials it is conceivable that a center could see many more children a day. Other possible staffing arrangements include two teachers and no instructional assistants or a teacher who serves dual functions, such as resource center teacher and speech therapist.

(c) Half-day Resource Center - With support of school personnel, it is possible that Educational Resource Centers could be conducted half days in each of two buildings, which would make the staff itinerant. This approach would mandate the strong support from regular class teachers who would be dealing with handicapped children a minimum of half-day in the regular classroom.

VII.
APPENDICES

OBJECTIVES BANK

Appendix A

ERC OBJECTIVES BANK

The behavioral objectives listed have been written as yearly and quarterly objectives for ERC students. These objectives do not represent a skill sequence or suggested curriculum, but rather represent the goals that can be set quarterly for mildly handicapped students. It should be understood that there may be many intermediate or subordinate objectives for each objective listed. The objectives have been coded by number for easy recording. Beside each objective is the evaluation instrument most often used in measuring the behavior.

1.0.0 READING

1.1.0 Phonics
1.2.0 Sight Words
1.3.0 Sentence Reading
1.4.0 Comprehension

For many of the reading objectives, a choice must be made between an objective with a frequency score (under a) or an objective with a percentage score (under b).

Number	Objective	Evaluation Instrument
1.1.1	Says consonant sounds correctly at a frequency of _____ per minute with two or less errors.	RRC Reading Inventory
1.1.2	Says vowel sounds correctly at a frequency of _____ per minute with two or less errors.	RRC Reading Inventory
1.1.3a	Says consonant and short vowel sounds correctly at a frequency of _____ per minute with two or less errors.	ERC Reading Skills Inventory
1.1.3b	Says ____% of the consonant and short vowel sounds correctly (untimed).	ERC Reading Skills Inventory, Roswell-Chall
1.1.4a	Says ____ Distar letter sounds correctly at a frequency of ____ per minute with two or less errors.	ERC Time Test Sheet
1.1.4b	Reads sounds and blends words from Distar Reading I through Lesson ____ with ____% accuracy.	Progress Test
1.1.4c	Achieves a score of ____ or more on the oral section of the Distar Mastery Test.	Distar Reading I Mastery Test
1.1.5a	Reads two and three-letter regular words (CVC) correctly at a frequency of ____ per minute with two or less errors.	ERC Reading Inventory
1.1.5b	Reads ____% two and three-letter regular words (CVC) correctly (untimed).	ERC Reading Inventory
1.1.6	Reads three-letter regular words (CVC) correctly at a frequency of ____ per minute with two or less errors.	RRC Reading Inventory
1.1.7a	Reads regular words with initial or final digraphs at a frequency of ____ per minute with two or less errors.	ERC Reading Skills Inventory
1.1.7b	Reads ____% of words with initial or final digraphs correctly (untimed).	ERC Reading Skills Inventory

Number	Objective	Evaluation Instrument
1.1.8	Reads consonant team regular words correctly at a frequency of ____ per minute with two or less errors.	RRC Reading Inventory
1.1.9a	Reads regular words with initial or final consonant blends at a frequency of ____ per minute with two or less errors.	ERC Reading Skills Inventory
1.1.9b	Reads ____% of words with initial or final consonant blends correctly (untimed).	ERC Reading Skills Inventory
1.1.10a	Reads regular words with and without silent E correctly at a frequency of ____ per minute with two or less errors.	ERC Reading Skills Inventory
1.1.10b	Reads ____% of regular words with and without silent E correctly (untimed).	ERC Reading Skills Inventory Roswell-Chall
1.1.11a	Reads long vowel combinations in isolation and in real words at a frequency of ____ per minute with two or less errors.	ERC Reading Skills Inventory
1.1.11b	Reads ____% of long vowel combinations in isolation and in real words correctly (untimed).	ERC Reading Skills Inventory
1.1.12a	Reads vowel digraphs and r-controlled vowels in isolation at a frequency of ____ per minute with two or less errors.	ERC Reading Skills Inventory
1.1.12b	Reads ____% of vowel digraphs and r-controlled vowels in isolation at a frequency of ____ per minute with two or less errors.	ERC Reading Skills Inventory
1.1.13	____________________ ____________________	____________________
1.2.1a	Reads ____% beginning sight words correctly (untimed).	ERC Reading Skills Inventory
1.2.1b	Reads beginning sight words at a frequency of ____ per minute with two or less errors.	ERC Reading Skills Inventory
1.2.2a	Reads Dolch words through the ____ group at a frequency of 50 per minute with two or less errors.	ERC Time Test Sheet
1.2.2b	Reads Dolch words through the ____ group with ____% accuracy.	ERC Teacher Checklist

Number	Objective	Evaluation Instrument
1.2.3a	Reads irregular sight words at a frequency of ____ per minute with two or less errors.	ERC Reading Skills Inventory
1.2.3b	Reads ____% of irregular sight words correctly (untimed).	ERC Reading Skills Inventory
1.2.4	Reads vocabulary words from ____________ with ____% accuracy.	ERC Teacher Checklist
1.2.5	Reads Edmark words through Lesson _____ with ____% accuracy.	ERC Teacher Checklist
1.2.6	Reads and defines survival vocabulary words from Unit ____ with ____% accuracy.	ERC Teacher Checklist
1.2.7	____ ____	______________________
1.3.1	Reads orally at a reading grade level of ____.	Standardized Tests
1.3.2a	Reads orally from ________________ at a frequency of ____ words per minute with two or less errors.	ERC Reading Skills Inventory RRC Reading Inventory ERC Palo Alto Inventory
1.3.2b	Reads 80% of selected sentences from ______________ without any errors (insertions, omissions, repetitions, etc.).	ERC Reading Skills Inventory ERC Palo Alto Inventory
1.3.3	Reads Story______________ with two or less errors.	Distar Reading Storybook
1.3.4	____ ____	______________________
1.4.1	Achieves a comprehension grade level score of ________.	Standardized Tests
1.4.2a	Achieves a score of ____ or more (____%) on the mastery test.	Ginn 360 Mastery Test (or other basal mastery)
1.4.2b	Achieves a score of ____ or more (____%) on the Literal Comprehension section of the mastery test.	Ginn 360 Mastery Test (or other basal mastery)
1.4.3	Reads and completes pre/post page in _______________ with ____% accuracy.	Specific Skills Book _________, p.________
1.4.4	____ ____	______________________

2.0.0 MATH

2.1.0 Number Value/Numerals
2.2.0 Addition
2.3.0 Subtraction
2.4.0 Multiplication
2.5.0 Division
2.6.0 Measurement/Time/Money

Number	Objective	Evaluation Instrument
2.1.1a	Counts orally in sequence at a frequency of ____ digits per minute with one or less error.	RRC Math Inventory
2.1.1b	Counts orally in sequence to ________ with ____% accuracy.	ERC Teacher Checklist
2.1.2a	Identifies orally sets of 0 through _____ at a frequency of ____ per minute with one or less error.	RRC Math I & II Inventory
2.1.2b	Identifies orally sets of 0 through ____ with ____% accuracy.	ERC Teacher Checklist
2.1.3a	Reads one and two-digit numerals presented randomly at a frequency of _____ digits per minute with one or less error.	RRC Math Inventory
2.1.3b	Reads one and two-digit numerals through _____ presented randomly with _____% accuracy.	ERC Teacher Checklist
2.1.4a	Reads numerals ____ through ____ presented randomly at a frequency of _____ digits per minute with one or less error.	ERC Time Test Sheet
2.1.4b	Reads numerals ____ through ____ presented randomly with ____% accuracy.	ERC Teacher Checklist
2.1.5a	Writes numerals legibly in sequence at a frequency of ____ per minute with one or less error. (numerals must be formed correctly, coming within 1/16" of the line).	RRC Math Inventory
2.1.5b	Writes numerals in sequence through ____ with ____% accuracy.	Informal Test
2.1.6	Writes scrambled numerals in order correctly at a frequency of ____ digits per minute with two or less errors.	RRC Math Inventory

Number	Objective	Evaluation Instrument
2.1.7	Writes the numeral that goes before, after, and in the middle, up to ____ with ____% accuracy.	SAII Pre/Post
2.1.8	______________________________ ______________________________	____________________
2.2.1	Writes answers to ____ 1-digit addition problems (Step ____) with counting beads or blocks in ____ minutes with ____% accuracy.	Step ____ Worksheet
2.2.2	Writes answers to ____ addition problems (Step ____) without counting beads or blocks in ____ minutes with ____% accuracy.	Step ____ Worksheet Milliken Review Test
2.2.3	Writes answers to one-digit addition problems related to sums of ____ or less by placing the appropriate number of dots on the addends with ____% accuracy.	ERC Dot Addition Pre/Post
2.2.4a	Writes answers to addition facts related to sums of ____ or less at a frequency of ____ digits per minute with one or less error.	RRC Math Inventory ERC Time Test Sheet
2.2.4b	Writes answers to addition facts related to sums of ____ or less within ____ minutes with ____ or less errors.	Milliken Review Test
2.2.5	Says answers to addition facts related to sums of ____ or less at a frequency of ____ per minute with one or less error.	ERC Teacher Checklist Flashcards
2.2.6a	Writes answers to two-digit addition problems without carrying with ____% accuracy.	RRC Math (untimed) Inventory
2.2.6b	Writes answers to two-digit addition problems without carrying with ____% accuracy. Time limit: ____ minutes	RRC Math Inventory
2.2.7a	Writes answers to two-digit addition problems with carrying with ____% accuracy.	RRC Math (untimed) Inventory
2.2.7b	Writes answers to two-digit addition problems with carrying with ____% accuracy. Time limit: ____ minutes	RRC Math III Inventory

Number	Objective	Evaluation Instrument
2.2.8	Writes answers to ____-digit plus ____-digit addition problems (through Step ____) with ____% accuracy.	Issaquah Placement
2.2.9a	Writes answers to equation (addition) problems correctly at a frequency of ____ digits per minute with one or less error.	RRC Math Inventory
2.2.9b	Writes answers to equation (addition) problems with ____% accuracy.	RRC Math (untimed) Inventory
2.2.9c	Writes the missing addend to equations related to sums of ____ or less with ____% accuracy.	SAII Pre/Post
2.2.10	____________________ ____________________	____________________
2.3.1	Writes answers to subtraction problems related to sums of ____ or less (through Step ____) with ____% accuracy.	Issaquah Placement
2.3.2	Writes answers to subtraction facts related to sums of ____ or less at a frequency of ____ digits per minute with one or less error.	RRC Math Inventory ERC Time Test Sheet
2.3.3a	Writes answers to two-digit subtraction problems without borrowing with ____% accuracy.	RRC Math (untimed) Inventory SAII Pre/Post
2.3.3b	Writes answers to two-digit subtraction problems without borrowing with ____% accuracy. Time limit: ____ minutes	RRC Math Inventory
2.3.4a	Writes answers to two-digit subtraction problems with borrowing with ____% accuracy.	RRC Math (untimed) Inventory SAII Pre/Post
2.3.4b	Writes answers to two-digit subtraction problems with borrowing with ____% accuracy. Time limit: ____ minutes	RRC Math III Inventory
2.3.5	Writes answers to ____-digit minus ____-digit subtraction problems (through Step ____) with ____% accuracy.	Issaquah Placement
2.3.6a	Writes answers to equation (subtraction) problems correctly at a frequency of ____ digits per minute with one or less error.	RRC Math Inventory

Number	Objective	Evaluation Instrument
2.3.6b	Writes answers to equation (subtraction) problems correctly with ____% accuracy.	RRC Math (untimed) Inventory
2.3.7	______________________________ ______________________________	____________________
2.4.1	Writes answers to multiplication facts through ____ at a frequency of ____ digits per minute with one or less error.	ERC Time Test Sheet RRC Math III
2.4.2	Writes answers to ____-digit times ____-digit multiplication problems (through Step ____) with ____% accuracy.	Issaquah placement
2.4.3	______________________________ ______________________________	____________________
2.5.1	Writes answers to division facts at a frequency of ____ digits per minute with one or less error.	RRC Math III Inventory
2.5.2	______________________________ ______________________________	____________________
2.6.1	Identifies denominations of money and computes their total value through Step ____ with ____% accuracy.	ERC Money Program Pre/Post
2.6.2	Writes correct time by the hour, one-half, one-fourth hours and minutes with ____% accuracy.	Utah Time-telling Pre/Post
2.6.3	______________________________ ______________________________	____________________

3.0.0 SPELLING

Number	Objective	Evaluation Instrument
3.1	Spells correctly ____% phonically regular words in section ________ of the North Kitsap Inventory.	North Kitsap Spelling Inventory
3.2	Spells ____% of the words from lists ______________ correctly.	Dolch Spelling Lists Spelling Demons Basic Goals in Spelling or other series

Number	Objective	Evaluation Instrument
3.3	Spells ____% words from CPS Level _____, group _____ correctly.	CPS Unit Test
3.4	Spells Dolch words from group(s) ________ with ____% accuracy.	ERC Teacher Inventory Dolch Word Program
3.5	Identifies the appropriate sound and spells words correctly from Lesson(s) ________ with one or less error.	Distar Spelling Lesson ______
3.6	Spells correctly ____% words of combined morphographs presented through Lesson ________.	Teacher-made E-B Morphographic Spelling
3.7	____ ____	________________________

4.0.0 LANGUAGE

Number	Objective	Evaluation Instrument
4.1	Achieves a score of ____ correct responses or more on Mastery Test ____, using the concept(s) ____________________________.	Distar Language Mastery Test ______
4.2	Achieves a score of ____ or less on the Basic Concept Inventory.	Basic Concept Inventory
4.3	Identifies by naming __________ colors.	ERC Teacher Checklist
4.4.1	When given present tense verbs, says correct past tense in a sentence in _______ trials out of ______.	ERC Teacher Checklist
4.4.2	When presented picture cues, will say the correct verb tense (present, past, and future) in a sentence in ______ trials out of ______.	ERC Teacher Checklist
4.5.1	Answers questions by correctly saying these items of personal information: ____	ERC Personal Information Inventory
4.5.2	Writes correctly these items of personal information: ___________________________ ____	ERC Personal Information Inventory
4.5.3	Achieves a score of ____ or higher on the Personal Information Inventory.	ERC Personal Information Inventory
4.6	____ ____	________________________

5.0.0 WRITING

5.1.0 Manuscript
5.2.0 Cursive
5.3.0 Numerals

Number	Objective	Evaluation Instrument
5.1.1	Writes ____ lower-case manuscript letters correctly within 1/8" of lines.	Informal Test
5.1.2a	Writes manuscript letters correctly at a frequency of ____ per minute with two or less errors.	ERC Manuscript Pre/Post
5.1.2b	Given a printed model, writes lower-case manuscript letters correctly with two or less errors.	ERC Manuscript Pre/Post
5.1.3	________________________________ ________________________________	____________________
5.2.1	Identifies ____ lower-case cursive letters with 100% accuracy.	ERC Teacher Checklist
5.2.2a	Writes cursive letters through the _____ group at a frequency of ____ per minute with two or less errors according to the criteria stated in the program.	ERC Cursive Time Test
5.2.2b	Writes ____ lower-case cursive letters legibly and with correct form.	Informal Test
5.2.3	Writes all cursive letters correctly at a frequency of ____ per minute with two or less errors.	ERC Cursive Pre/Post
5.2.4	________________________________ ________________________________	____________________
5.3.1a	Writes numerals ______________ correctly at a frequency of ____ per minute with two or less errors. Numerals must be formed correctly coming within 1/16" of line.	ERC Time Test
5.3.1b	Independently writes numerals _______ with 90% accuracy.	Informal Test
5.3.2	________________________________ ________________________________	____________________

6.0.0 MOTOR SKILLS

6.1.0 Gross Motor
6.2.0 Fine Motor

Number	Objective	Evaluation Instrument
6.1.1	Jumps over stick ____ inches above the floor in four out of five trials.	ERC Motor Skills Checklist
6.1.2	Pulls himself/herself up to counter with both hands on counter and ____ foot lifted, in four out of five trials.	ERC Motor Skills Checklist
6.1.3	Motor Skills: ________________________ ______________________________________ in four out of five trials.	ERC Motor Skills Checklist
6.1.4	______________________________________ ______________________________________	________________________
6.2.1	Colors within basic shapes (square, triangle, and circle) with ____-inch border, filling it all in and not going outside the border more than twice.	ERC Coloring Sheets Phase _________
6.2.2	Cuts _______________________________ within 1/8" of border.	ERC Cutting Pre/Post
6.2.3	______________________________________ ______________________________________	____________________________

7.0.0 BEHAVIOR

Number	Objective	Evaluation Instrument
7.1	Attends to task ____% of time during a 10-minute teacher observation.	ERC Behavior Data Sheet
7.2	Completes ____% of independent work assignments in the ERC over a five-day baseline.	ERC Daily Data Sheet
7.3	Completes seatwork assignments with ____ or less help or corrections from a teacher for each of five consecutive days.	ERC Teacher Contacts Count Card
7.4	Follows directions within five seconds of teacher request or command 80% of the time over a three-day observation period.	ERC Behavior Data Sheet

Number	Objective	Evaluation Instrument
7.5	Talks out (without being called on by teacher) at a frequency of less than ______ per minute during a five-day baseline.	ERC Behavior Data Sheet
7.6	____ ____	______________________

PRESCRIPTIVE
PROGRAMS

Appendix B

SAMPLE PRESCRIPTIVE PROGRAMS

PRESCRIPTIVE PROGRAM

Student's Name____________________

Title: ADDS (ONE-DIGIT) WITH COUNTING BEADS OR BLOCKS

Behavioral Objective: Student completes addition page with 90% accuracy in 10 minutes.

Target Date:

Prerequisite Skills: Student writes numerals, counts beads or blocks, reads numerals 0-9.

Pre/Post Test: RRC Math I & II (simple add facts). Teacher sets timer for 10 minutes.

Advancement Criteria: Student completes assignment with 90% accuracy.

Alteration Criteria: Student does not pass for three consecutive days.

Program Approved: D.G.W. 10/75

Pre/Post Test Approved: D.G.W. 10/75

Revised 10/75
S.I.

Prescriptive Program

Adding (One-digit) with Counting Beads or Blocks

Location: Student's desk

Materials: Addition page, pencil, timer, child's folder

Recording Key: Number correct/Number error (in ten minutes) on daily data sheet.
Completed: Write "yes" or "no" on data sheet.

PROCEDURE

Step:

1. Teacher gives brief instructions and methods for child on first problem. (For steps 1 and 2 of sequence: Teacher points to first digit: "HOW MANY DO WE START WITH?" Child responds. Teacher moves corresponding number of beads and counts them aloud. Teacher points to second digit: "HOW MANY DO WE PLUS?" Child responds. Teacher moves beads and counts. "COUNT HOW MANY THERE ARE ALTOGETHER?" Teacher and student count all beads. Child writes answer under line.)
2. Teacher watches while child performs second problem.

Consequences:

If correct - Teacher praises.

If incorrect - Teacher corrects error and explains problem to child again.

3. Teacher says, "THAT'S HOW YOU ARE TO WORK ALL THE PROBLEMS," and sets timer for 10 minutes.
4. When timer rings, teacher corrects work.

Consequences:

If correct - Teacher praises and circles step on data sheet.

If incorrect - Teacher tells child to "fix" the errors.

SEQUENCE

Child does:

1. Two problems independently with counting beads. (The worksheet should have four problems in all, providing for teacher-model and the teacher-observes steps.)
2. Three problems independently with beads.

SEQUENCE (Cont.)

Child does:

3. Five problems with beads.
4. Eight problems with beads.
5. Ten problems with beads.
6. Five problems without beads. Incorrect problems corrected with use of beads.
7. Eight problems without beads.
8. Ten problems without beads.
9. Fifteen problems without beads.
10. Twenty problems without beads.

PRESCRIPTIVE PROGRAM

Student's Name________________

Title: SAYS IRREGULAR WORDS (CLASSROOM READER)

Behavior Objective: Student says irregular words from drill sheet at a rate of 50 per minute with two or less incorrect.

Target Date:

Prerequisite Skills: Student reads 10 - 20 sight words from a basal or linguistic reader.

Pre/Post Test: Student reads from left to right on a drill sheet when given the signal: "Read these words." Teacher records and corrects errors during the one-minute timing.

Advancement Criteria: Student reads 50 words correctly and reads two or less incorrectly in one minute. Move on to next unit of words.

Alteration Criteria: Student does not show an increase in rate of corrects and a decrease in rate of incorrects over three consecutive days.

Program Approved: D.G.W. 12/75

Pre/Post Test Approved: D.G.W. 12/75

M.M. 2/18/74
Revised 12/75
S.I.

Location: Student's desk, time-test station

Materials: Flash cards, prepared drill sheets, student chart, program-data sheet, stopwatch, and pencil

Trials: One per session

PROCEDURE: STUDENT

Step:

1. Student practices drill assessment sheets for each unit only after teacher has presented the vocabulary in student's daily-directed reading lessons.

2. Student practices reading the flashcards daily by:

    a. Placing the cards in rows on a table in front of him/her.
    b. Pointing to each card and saying the word at the same time, going from left to right.
    c. Practicing saying the words in order three times.

3. Student raises his/her flag to request a time-test at the time-test station.

PROCEDURE: TEACHER

Cues:

"READ THE WORDS ON THE DRILL SHEET OUT LOUD WHEN I SAY BEGIN. POINT TO EACH WORD AS YOU READ IT. FINGER ON THE FIRST WORD . . . READY . . . BEGIN."

Records (a) on child's graph: "O" for corrects, "X" for incorrects.
(b) on Daily Data Sheet: "N" of correct responses/"N" of incorrect responses.

Consequences:

If correct rate increases or incorrect rate decreases, praise enthusiastically. Show child his/her chart.

If correct rate or incorrect rate stays the same, say, "GOOD. YOU DIDN'T GO DOWN TODAY." (or "UP," whatever applies) "TOMORROW YOU WILL GET FASTER." Show child his/her chart.

If correct rate decreases or incorrect rate increases, say, "WOW! THOSE ARE HARD WORDS TODAY. TOMORROW YOU WILL DO BETTER." Show child his/her chart.

Criteria:

Correct: Student says word with no substitutions, omissions, additions or reversals. Student uses correct accents.

Incorrect: Child substitutes a word, reverses a word, omits or adds parts. Student accents a word incorrectly.

SEQUENCE

Program steps parallel the units of irregular words introduced at the pre-primer, primer, first reader and second reader levels of the basal reader.

PRE/POST TEST INSTRUCTIONS

TITLE: SAYS IRREGULAR WORDS (CLASSROOM READER)

I. Objective: Student says irregular words at a rate of 50/minute with two or less incorrect (on drill sheet).

II. Test:

A. Equipment and Materials: Prepared drill sheet, student chart, program data sheet, stopwatch, and pencil.

B. Test procedure: Teacher says, "READ THESE WORDS OUT LOUD WHEN I SAY 'BEGIN'. POINT TO EACH WORD AS YOU READ IT. FINGER ON THE FIRST WORD . . . READY . . . BEGIN." Teacher starts stopwatch. After one minute teacher says "STOP" and turns off stopwatch.

C. Criteria for Pass: Student says words with no substitutions, omissions, additions or reversals. Student says 50 correct words one minute and two or less incorrect words.

D. Scoring Instructions: Record number of correct responses/number of incorrect responses (one minute).

PRESCRIPTIVE PROGRAM

Title: INDEPENDENT READING | Student's Name______________

Behavior Objective: Student reads 80% of selected sentences from Ginn 360 Reader without any errors (omissions, substitutions, insertions, repetitions, etc.).

Target Date:

Prerequisite Skills: Student reads selected vocabulary words in isolation.

Pre/Post Test: Ginn 360 Mastery Test or ERC Classroom Reader Subtest.

Advancement Criteria: Student reads selected sentences 80% correct.

Alteration Criteria: Student reads selected sentences less than 80% correct, three consecutive days.

Alteration: Student goes back to page where he/she last met criteria. Student must then reach criteria each day to go on to next story.

Program Approved: D.G.W. 5/76

Pre/Post Test Approved: D.G.W. 5/76

S.I.
4/76

Location: Direct teaching station

Materials: Data checklist, counter, Daily Data Sheet, pen

Recording Key: Percentage of sentences read correctly on Daily Data Sheet

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PROCEDURE

Step:

1. Child reads 20 sentences from previous story starting with title. Teacher scores each sentence read.

   Consequences:

   If correct: Teacher says, "GOOD," clicks counter, and marks X on data checklist.

   If incorrect: Teacher says, "NO." (correct response) "READ IT, PLEASE." (reinforces correct response) Teacher marks 0 on data checklist. Teacher writes problem words on data checklist.

2. Teacher charts percentage on graph.

3. Teacher asks comprehension questions from previous story.

4. Teacher introduces new vocabulary from teacher's guide and problem words on the blackboard.

   Cues:
   - A. Phonically regular words
     1. review phonic element or rule
     2. child sounds out
   - B. Structural analysis
     1. isolate root word
     2. add affix(es)
   - C. Irregular words
     Teacher says, "THIS WORD IS ______. WHAT WORD?" Child reads. "GOOD. SAY IT IN A SENTENCE."
   - D. Word meaning game (Optional)
     Teacher says, "CIRCLE THE WORD THAT MEANS ______." or "DRAW A LINE UNDER THE WORD THAT MEANS THE OPPOSITE OF ______."

5. Teacher briefly introduces new story and sets a purpose for reading: "READ THIS STORY TO FIND OUT . . ."

6. Write page to which child will read on Daily Data Sheet with % score for oral reading. (Circle % score if 80% or more.)

7. Child returns to seat to read the story alone and do the corresponding workbook pages.

Key: X = Correct response
0 = Incorrect

DATA CHECKLIST

Date	Step/p.	%	Responses																			

Educational Resource Centers
Title IV, ESEA

PRESCRIPTIVE PROGRAM

Student's Name ____________

Title: FOLLOWS VERBAL INSTRUCTIONS
GROSS MOTOR AND FINE MOTOR

Behavior Objective: Given a five step sequence of verbal commands requiring gross motor or fine motor responses, student performs the steps in the given sequence.

Target Date:

Prerequisite Skills: Student identifies body parts, chair, desk, door, window, floor.

Pre/Post Test: (Attached)

Advancement Criteria: Student makes 10 consecutive correct responses.

Alteration Criteria: Student makes three consecutive incorrect responses.

Program Approved: D.G.W. 12/75

Pre/Post Test Approved: D.G.W. 12/75

11/73 M.M.
Revised 12/75
S.I.

Following Verbal Instructions
Gross Motor and Fine Motor

Location: Speech room or ERC

Materials: Chair, child's desk, pencil, crayons, papers, and other small objects

Recording Key: Correct response - Mark "+" (Count each sequence of commands as one response.)
Incorrect response - Mark "0" (Data sheet attached.)

PROCEDURE

Step:

Teacher says, "LISTEN, AND DO WHAT I SAY."

Cue:
A. "PULL OUT YOUR CHAIR."
B. "SIT DOWN."
C. "TAKE OUT YOUR PENCIL." (or crayon, or paper, etc.)
D. "PUT IT ON YOUR DESK."
E. "PUT AWAY YOUR PENCIL." (or crayons, or paper, etc.)
F. "PICK UP YOUR PAPERS FROM THE FLOOR."
G. "STAND UP."
H. "PUSH IN YOUR CHAIR." (must be picked up by both hands from the back and be carried in front of him/her)
I. "PICK UP YOUR CHAIR."
J. "CARRY YOUR CHAIR TO THE DOOR."

Consequence:

If correct: Teacher praises, smiles, hugs student and enthusiastically says, "THAT WAS GOOD WORK."

If incorrect: a) Ten seconds has passed and child has not responded:

Teacher says, "YOU DIDN'T DO WHAT I SAID."

b) Child responds incorrectly:

Teacher says, "YOU DID IT THE WRONG WAY."

c) Teacher models:

Teacher says, "I WILL SHOW YOU THE RIGHT WAY. NOW YOU DO IT THE RIGHT WAY."

If second trial incorrect: Teacher says, "I WILL HELP YOU DO IT THE RIGHT WAY," and physically guides student through desired response.

Teacher goes on to next command.

SEQUENCE

1. Gross motor - One concept. Any of the above commands.

2. Gross motor - two concepts.

   Ten sequences combining any two of the commands in Step 1. Use same cues, consequences, and recording as in Step 1.

3. Gross motor - three concepts.

   Ten sequences combining any three of the commands in Step 1.

4. Gross motor - four concepts.

   Ten sequences combining any four of the commands in Step 1.

5. Gross motor - 5 concepts.

   Ten sequences combining any five of the commands in Step 1.

Name______________________________

Program___________________________

Date	Step					Date	Step				

PRE/POST TEST INSTRUCTIONS

TITLE: FOLLOWS VERBAL INSTRUCTIONS

I. Objective: Given a five step sequence of verbal commands requiring gross motor or fine motor responses, student performs the steps in the given sequence.

II. Test:

A. Equipment and Materials:

Chair, child's desk, pencil, crayons, papers and other small objects.

B. Test Procedure:

Teacher says, "I WANT YOU TO . . .
1. PULL OUT YOUR CHAIR
2. THEN SIT DOWN
3. THEN TAKE OUT A PAPER AND PENCIL
4. THEN PUT THE PAPER AND PENCIL ON YOUR DESK
5. THEN PUT AWAY YOUR PENCIL AND PAPER

C. Criteria for Pass:

Student performs the five responses in the given sequence. Student starts responding in 10 seconds or less following the verbal command.

D. Scoring Instructions:

ERC teacher checklist
Score 0 if he fails to meet the above criteria
Score + if he meets the above criteria

Educational Resource Centers
Title IV, ESEA

PRESCRIPTIVE PROGRAM

Title: WRITES ANSWERS TO MATH FACTS (TIMED)   Student's Name________________

Behavior Objective: Student writes answers to basic math facts at a frequency of __________ digits per minute with one error or less for two consecutive sessions.

Target Date:

Prerequisite Skills: Student writes digits 0-9.

Pre/Post Test: RRC Math Inventory

Advancement Criteria: Student answers facts at frequency of ______ digits per minute with no errors on two consecutive sessions.

Alteration Criteria: Student has no increase in score over three consecutive sessions.

Program Approved: D.G.W. 12/75

Pre/Post Test Approved: D.G.W. 12/75

B.D./B.C.
Revised 12/75
S.I.

Prescriptive Program

Writing Answers to Math
Facts (Timed)

Location: ERC

Materials: Flashcards, timer, time-test sheet, pencil, stopwatch, Daily Data Sheet.

PROCEDURE

Step:

1. Student gets packet of flashcards and sets timer for five minutes.
2. Student practices the cards by himself/herself or with a volunteer until the timer goes off.
3. Student gets time-test sheet, writes name and date at the top, and raises flag to signal the teacher he/she is ready.
4. Teacher says, "GO AS FAST AS YOU CAN. PENCIL ON THE FIRST PROBLEM ...READY...BEGIN." Teacher starts stopwatch.
5. When one minute is up, teacher says, "STOP." (Those problems completed after teacher says "STOP" are not counted.)
6. Teacher counts number of digits correct and number incorrect and records on Daily Data Sheet.

Consequences:

If score increases: Teacher praises and circles step if score meets criterion.

If score does not increase or if score decreases: Teacher compares score with previous day's score. Teacher says, "YOU NEED TO GO FASTER TOMORROW."

Educational Resource Centers
Title IV, ESEA

PRESCRIPTIVE PROGRAM

Title: CUTTING Student's Name________________

Behavior Objective: Given a piece of construction paper, the student cuts straight lines, circles, corners, and circular spirals with scissors within 1/8" of line.

Target Date:

Prerequisite Skills: Student holds scissors correctly and holds paper while opening and closing scissors.

Pre/Post Test: Teacher-made.

Advancement Criteria: Student cuts pattern on 4¼" square piece of construction paper within 1/8" of line.

Alteration Criteria: Student does not pass criteria for one step on five successive days.

Program Approved:

Pre/Post Test Approved:

S.I. 10/74
Revised
T.S. 5/76

Location:

Materials: 4¼" square construction paper with pattern, 9" x 12" sheet of colored construction paper, scissors, child's folder, ruler.

Recording Key:

PROCEDURE

Step:

1. Child takes cutting square out of the folder.
2. Teacher explains task to child according to the step he/she is on and says, "BE SURE TO STAY RIGHT ON THE LINE."
3. When child has finished cutting, teacher evaluates, using ruler if necessary.

Consequence:

If correct: a) Teacher praises child and makes a star on cutout.
b) Teacher tells child he can paste the cutout on his "Cutout Sheet" (9" x 12" piece of construction paper on which the child will glue all his/her cutouts as he passes the criteria).
c) Teacher circles step on data sheet and writes next step in next day's square.

If incorrect: Teacher tells child he is finished and writes same step in the next square on the data sheet.

SEQUENCE

A. Cutting all the way across. (no lines)
B. Cutting following a thick line (straight)
C. Cutting following a thin line (straight)
D. Cut off corners
E. Cutting diagonal lines
F. Cutting diagonal and straight lines
G. Cutting following a square
H. Fringing (one cut)
I. Fringing (two cuts without removing scissors)
J. Cutting following a curved line
K. Cutting Following a circle
L. Cutting following a spiral (circular)
M. Cutting following a spiral (square)
N. Cutting following a spiral within a circle

PRE/POST TEST INSTRUCTIONS

Title: CUTTING

I. Objective:

Student cuts circle, square, and circular spiral with scissors within 1/8" of line.

II. Test:

A. Equipment and Materials:

Cutting Pre/post Test (cut apart into separate 4¼" squares), and scissors.

B. Test Procedure:

Give student pre/post test task (i.e., circle) and scissors. Say, "CUT OUT THE (circle). STAY ON THE LINES."

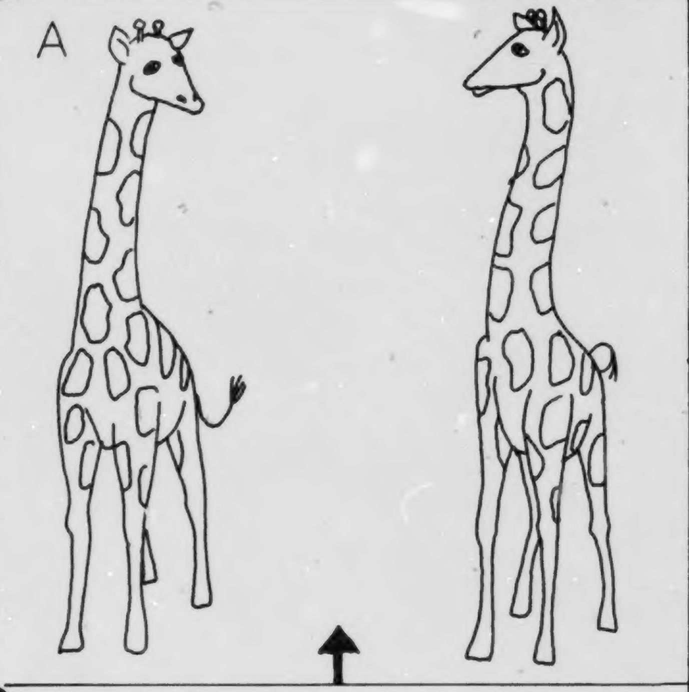
Repeat procedure for square and spiral.

C. Criteria for Pass:

Student cuts pattern out within 1/8" of the line.

D. Scoring Instructions:

Record "YES" or "NO" on recording form for each item.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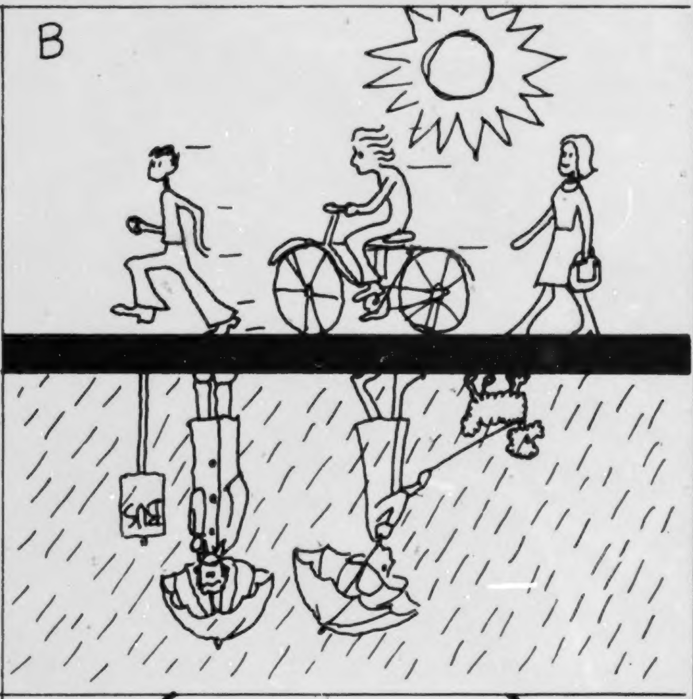
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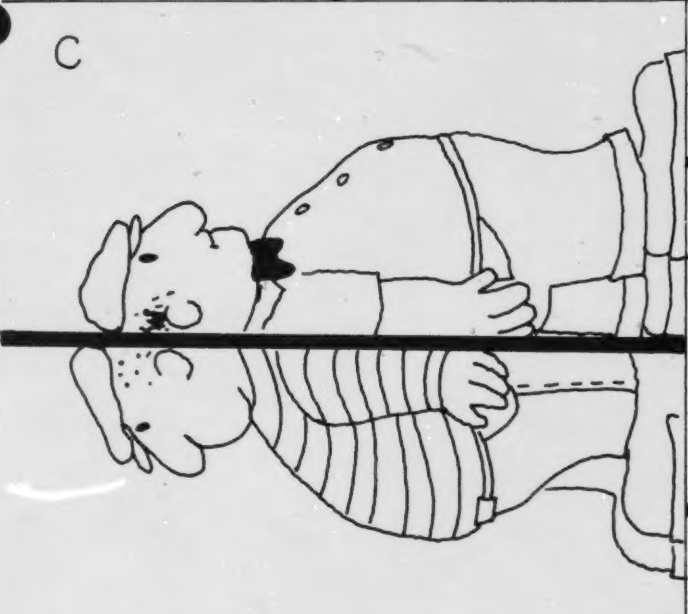
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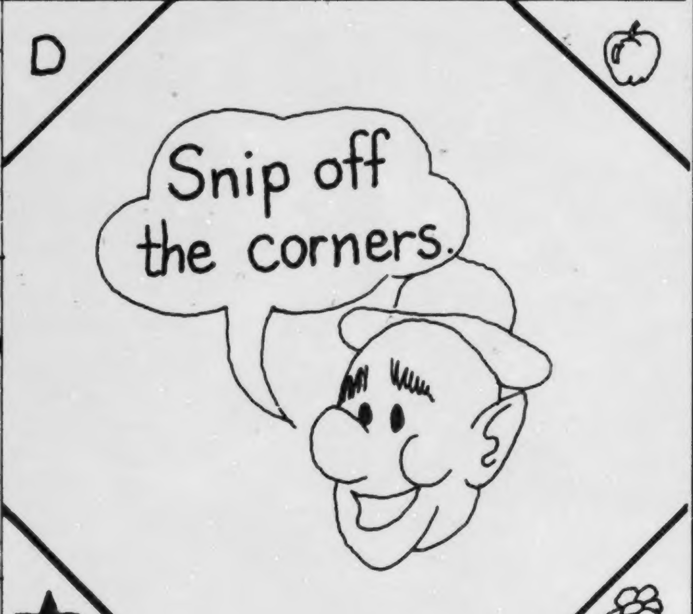
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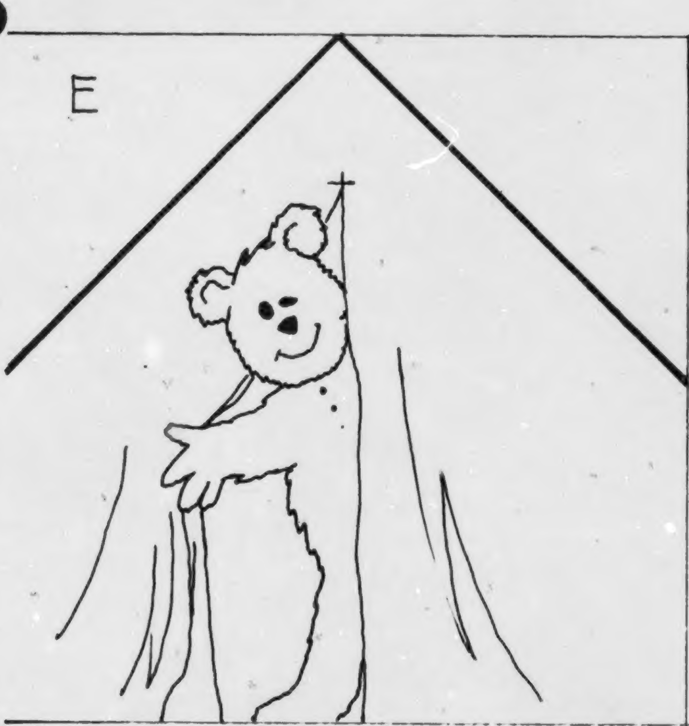
Snip off the corners.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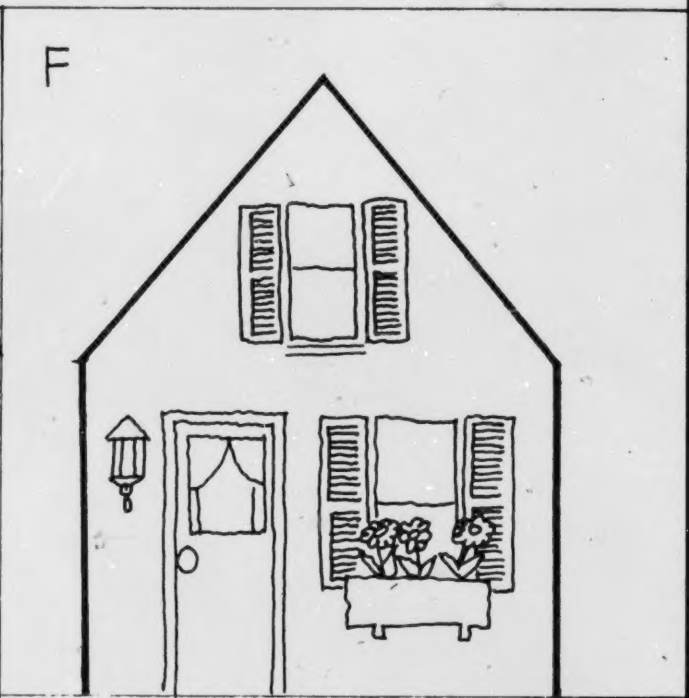
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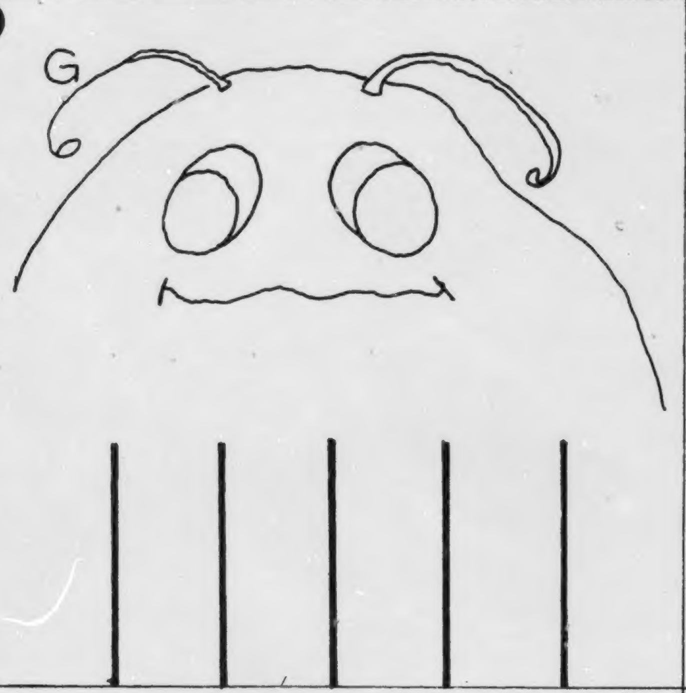
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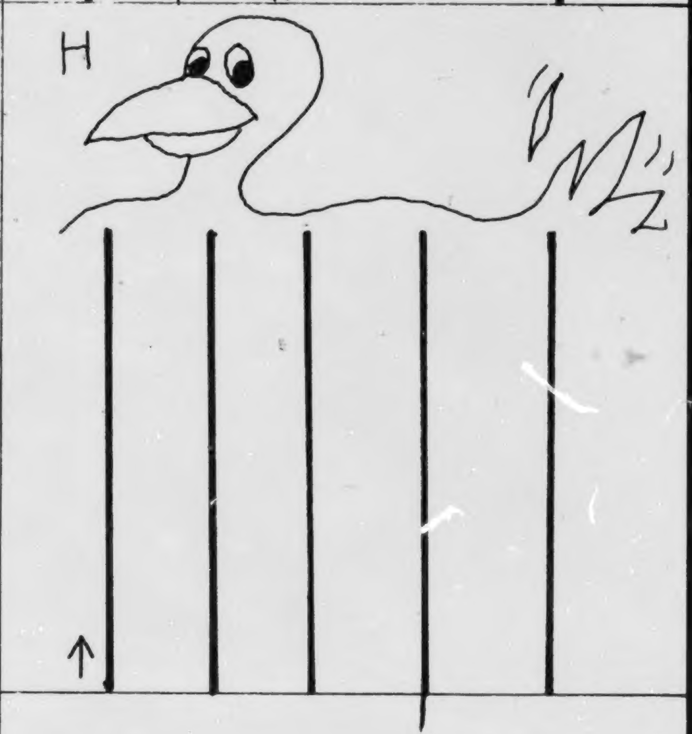
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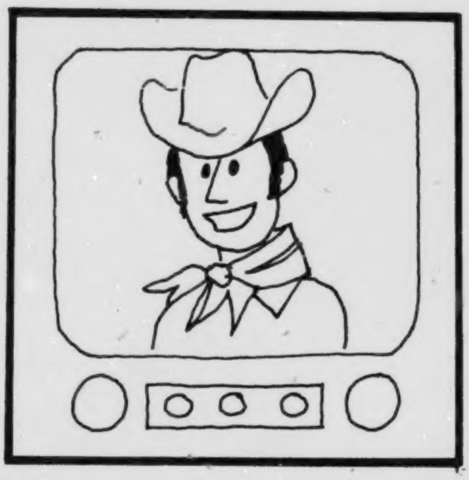

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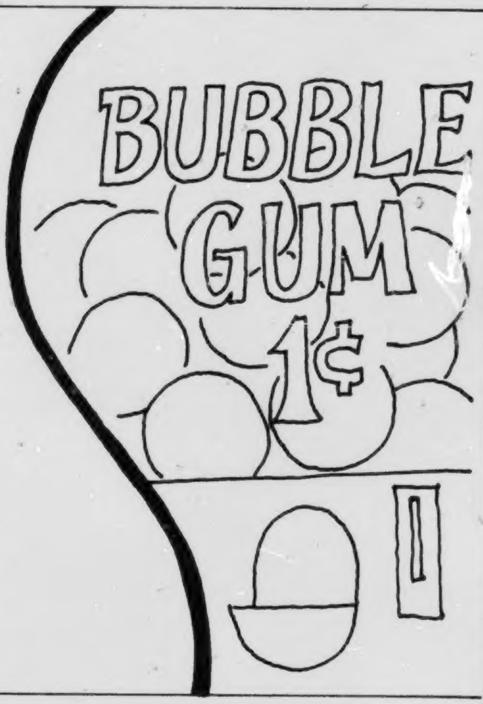
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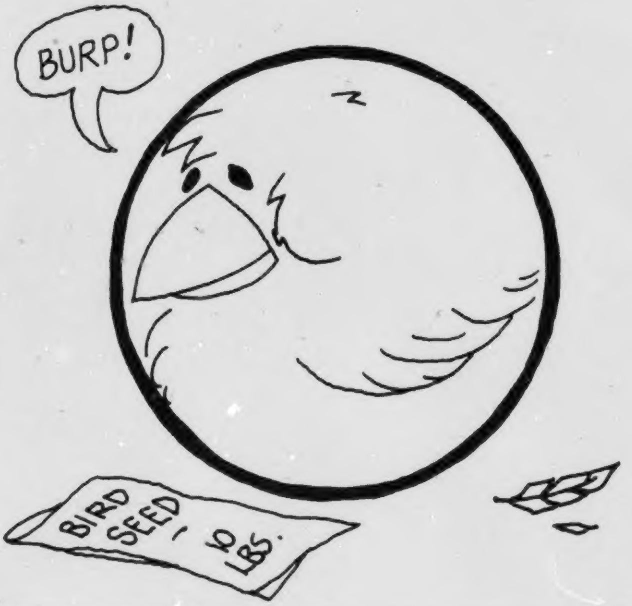
BURP!
BIRD SEED - 10 LBS.

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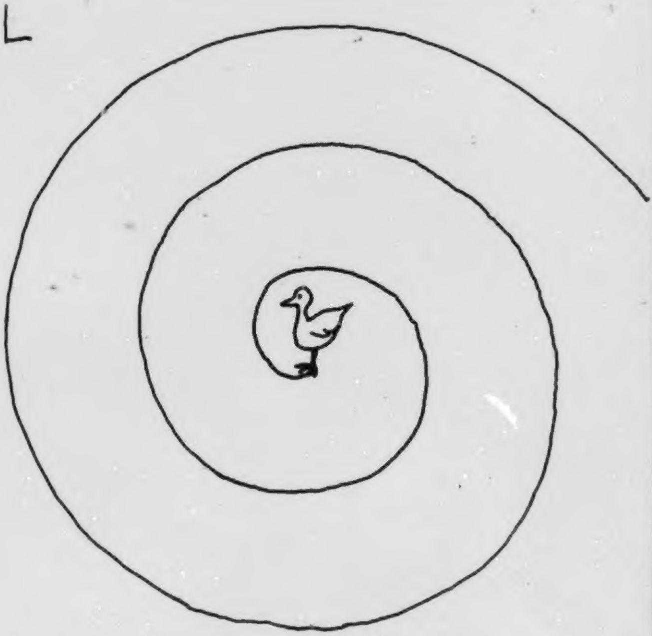

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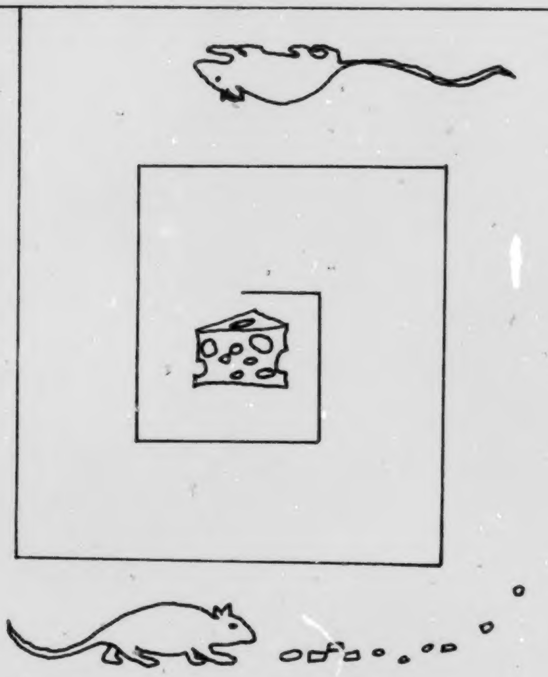

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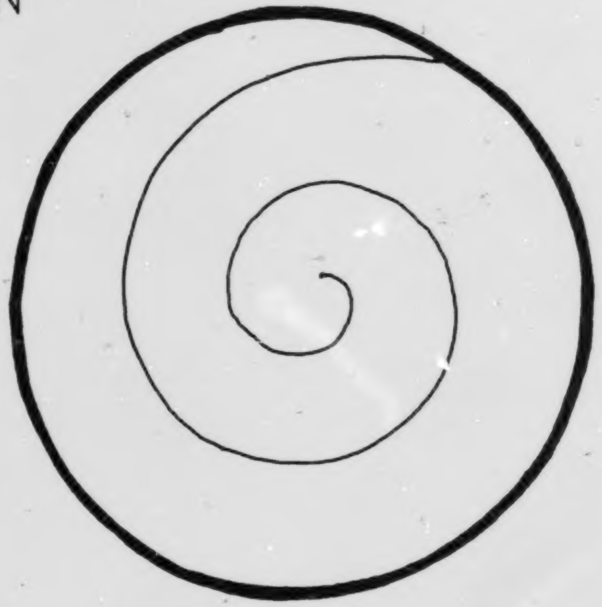


PRESCRIPTIVE PROGRAM

Title: COLORS WITHIN BASIC SHAPES Student's Name________________

Behavioral Objective: Student colors in three basic shapes (circle, triangle, and square) with a crayon, making strokes less than ¼" apart, and not going outside the boundaries more than two times on each shape.

Target Date:

Prerequisite Skills: Student scribbles for 10 seconds.

Pre/Post Test: Teacher gives child crayon and phase-4 ditto sheet for circle, triangle and square. Say, "COLOR THE _________. FILL IT ALL IN. STAY WITHIN THE LINES." Enter child in program at phase-1 for each shape failed.

Advancement Criteria: Student fills in shapes, making strokes less than ¼" apart and not crossing the boundaries more than two times on each shape.

Alteration Criteria: Student does not pass criteria on two consecutive days. Return to previous step in the sequence.

Program Approved: D.G.W. 1/75 S.I./B.C.

Pre/Post Test Approved: D.G.W. 1/75

Prescriptive Program

Coloring with Basic Shapes

Location: Student's desk

Materials: Prepared ditto sheets, crayon, Daily Data Sheet

Trials:

PROCEDURE

Teacher says, "COLOR THE ______. FILL IT ALL IN. STAY WITHIN THE LINES."

Consequences:

If correct: Teacher gives verbal praise and puts a star or happy face on the paper.

If incorrect: Teacher points out mistake and writes same step on the next day's square on the data sheet.

SEQUENCE

Complete all four steps for each phase before beginning the next step.

Phase I - 3/8" boundary

Phase II - 1/4" boundary

Phase III - 1/8" boundary

Phase IV - single-line boundary

Step 1 - square

Step 2 - triangle

Step 3 - circle

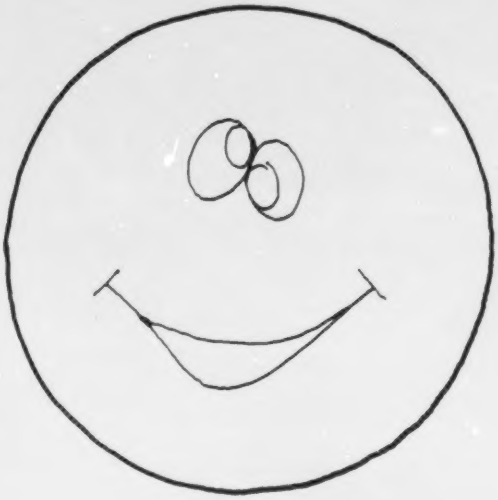
Step 4 - all three

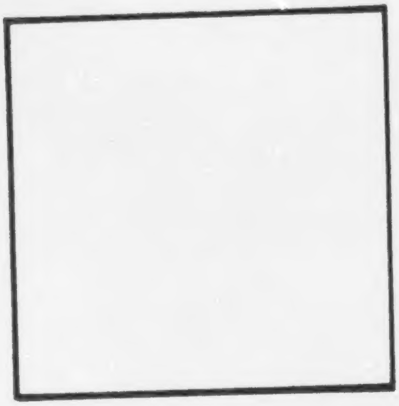
CUTTING Pre/Posttest

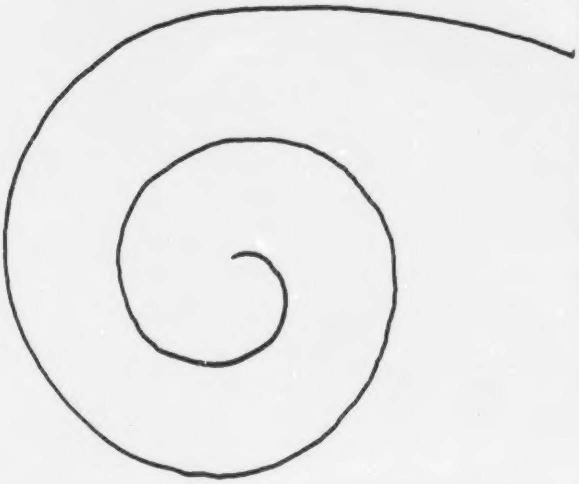
Name____________________
Test____________________
Date____________________

__ Funny face
__ Square
__ Spiral

→ /3 w/in $\frac{1}{8}$" of line







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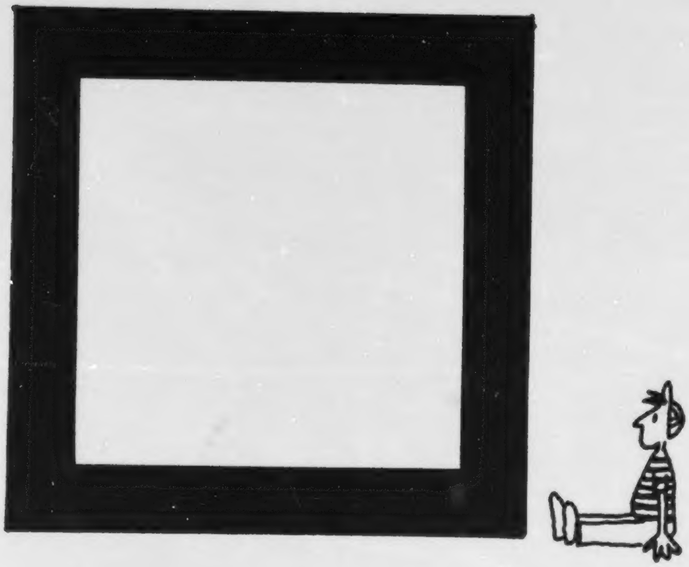

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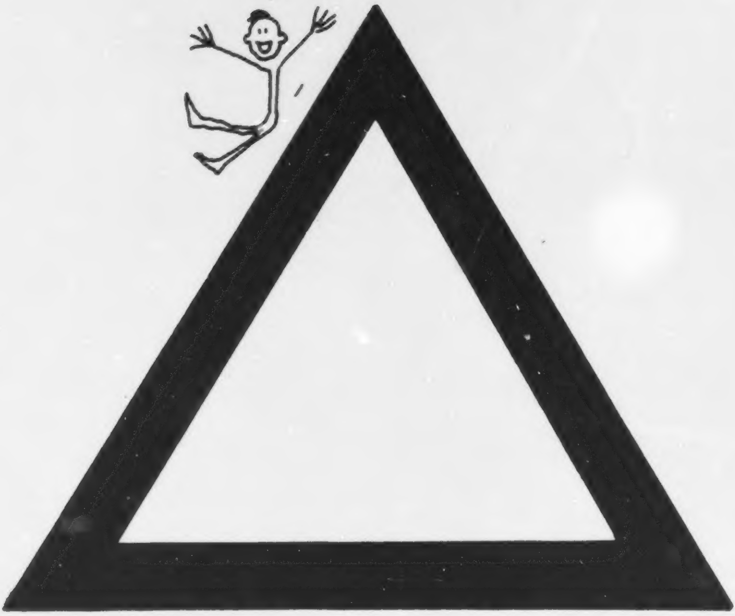

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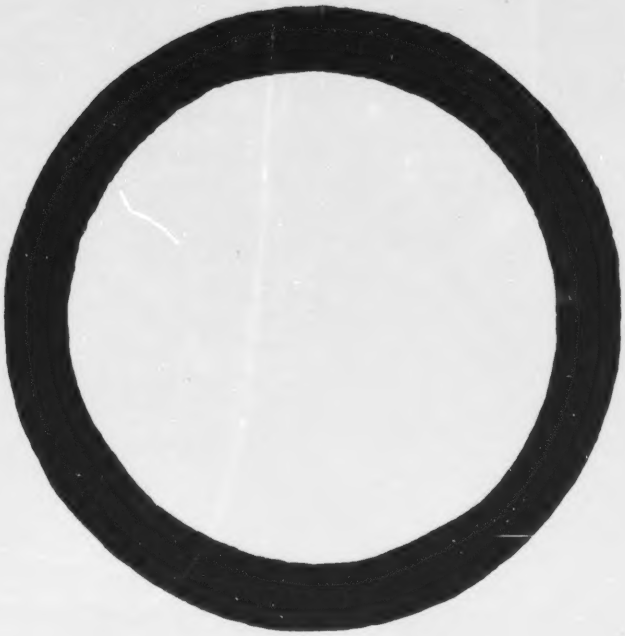

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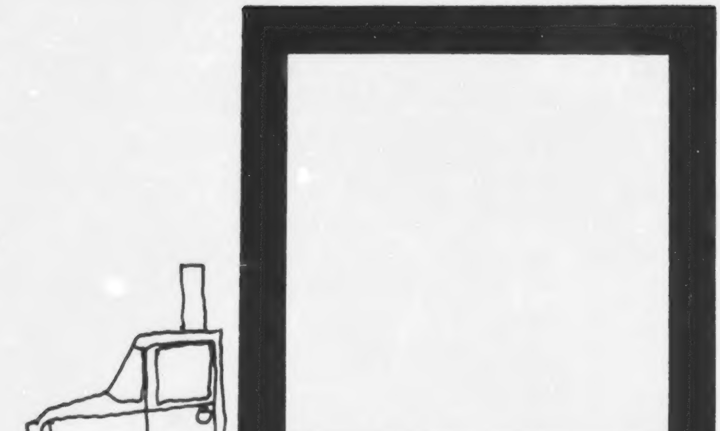

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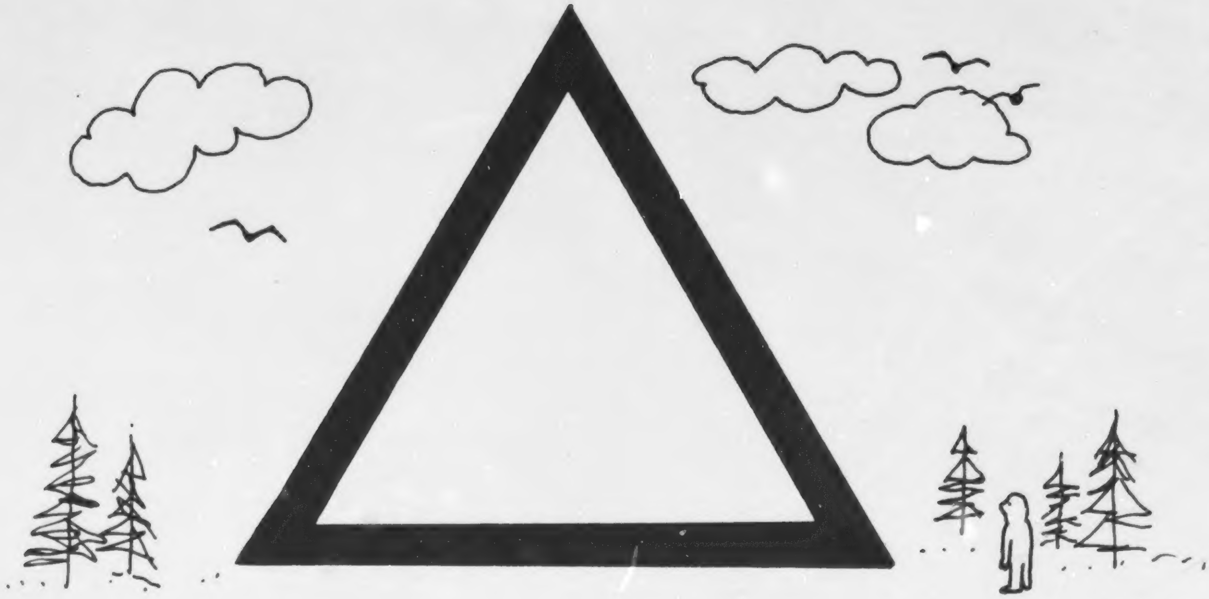

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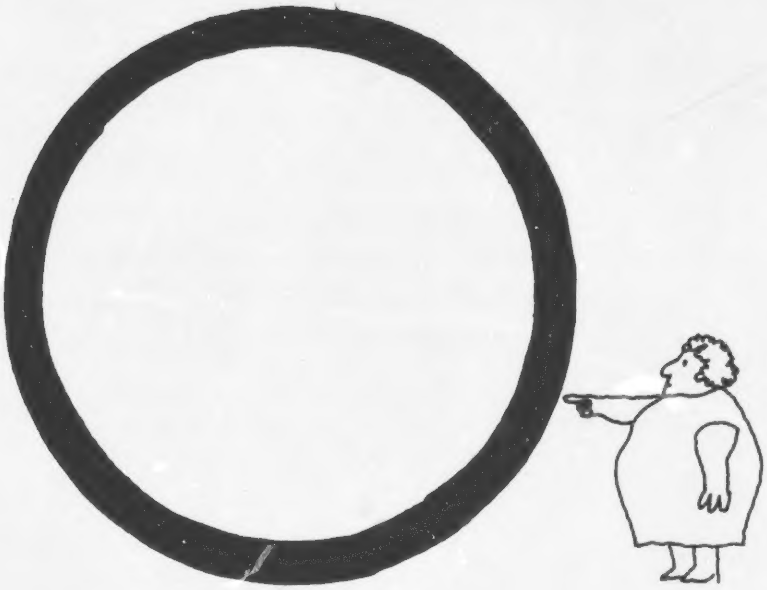

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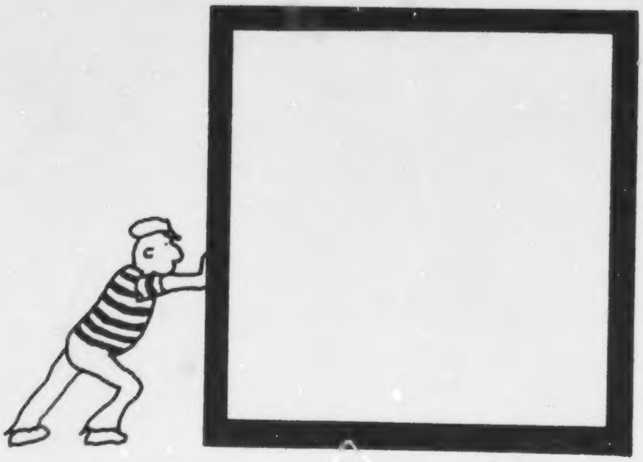

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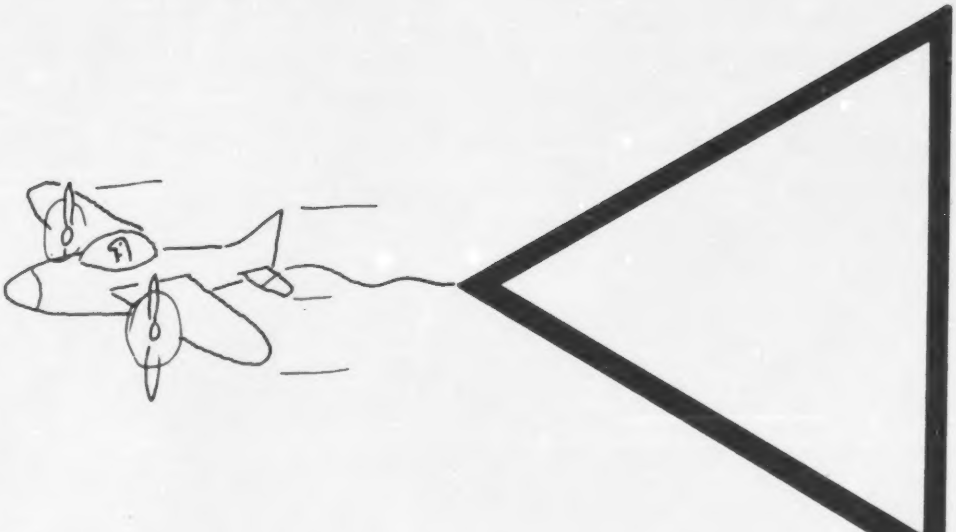

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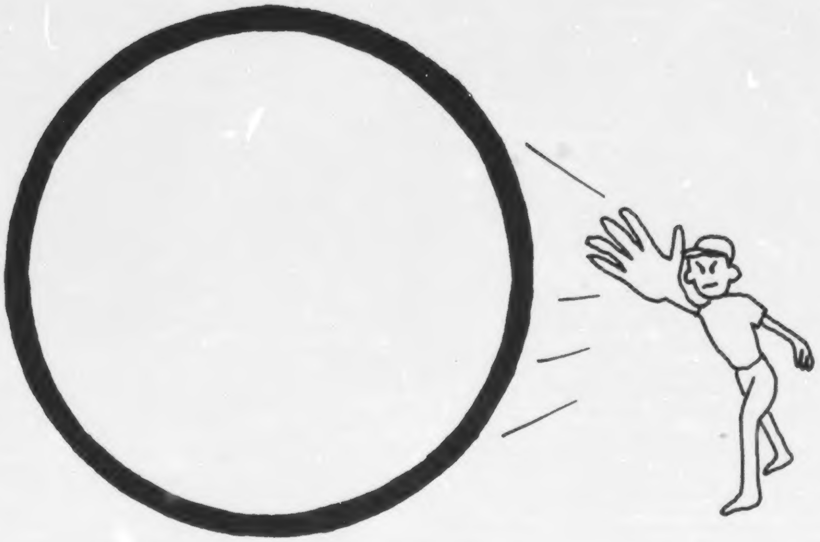

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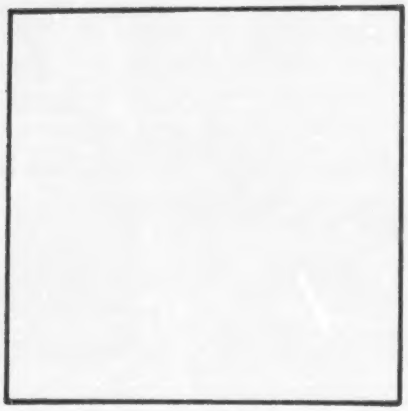

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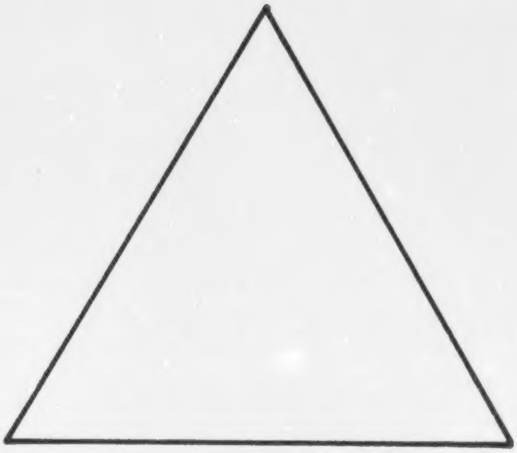

IV-3.

ERC READING SKILLS INVENTORY

Appendix C

ERC READING SKILLS INVENTORY

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #1

SAYS SOUNDS

OBJECTIVES: 1. Says ________% consonant and short vowel sounds correctly (untimed).

2. Says consonant and short vowel sounds correctly at a frequency of ________ per minute with 2 or less errors.

d	s	f	e	r	m	a	h	g	i	(10)
v	qu	j	z	k	u	n	p	c	t	(20)
x	o	b	a	f	w	e	v	l	y	(30)
qu	o	j	r	e	s	w	i	z	d	(40)
a	y	l	x	i	t	p	u	b	m	(50)
c	o	n	g	u	k	i	h	r	y	(60)
f	v	a	c	z	b	o	p	s	e	(70)
qu	t	h	g	n	x	d	u	w	k	(80)

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #2

BLENDS (2-3 LETTER)
(real and nonsense)

OBJECTIVES: 1. Reads ________% 2-3 letter blends correctly (untimed).

2. Reads 2-3 letter blends at a frequency of ______ per minute with 2 or less errors.

am	ef	ox	it	up	ab	ig	ed	on	ud	(10)
bat	us	cot	tez	fib	lat	ef	nun	dob	am	(20)
fic	lup	Sam	weg	cob	wig	get	rot	hex	gat	(30)
nut	bik	dad	kol	pen	cun	mat	hon	nit	pug	(40)
gat	hex	rot	get	wig	cob	sab	lup	wag	bif	(50)
pig	non	bac	peg	cag	gig	hem	lot	Dan	man	(60)
tik	zag	yup	ham	dob	net	fot	jun	mic	quat	(70)
run	Tex	pad	kin	bop	hug	wax	let	sod	dud	(80)

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #3

INITIAL AND FINAL DIGRAPHS
(real and nonsense)

NAME________________________________ DATE____________________________

OBJECTIVE: 1. Reads ______% initial and final digraphs correctly (untimed).

2. Reads initial and final digraphs at a frequency of _____ per minute with 2 errors or less.

shop	chin	than	shut	when	phop	thig	shup	chop	whip	(10)
dash	jath	rich	wing	vosh	rush	batch	yang	buck	much	(20)
thop	wham	ditch	shud	vong	Chet	whip	tock	bang	bath	(30)
vosh	chip	jath	gang	thud	with	shut	phop	buck	rang	(40)
shin	moth	chat	thug	dech	than	rush	song	bith	rich	(50)
bath	shut	rich	yang	chip	vosh	thud	dash	phop	tuck	(60)
rich	vosh	that	when	shop	jath	ditch	what	shut	chup	(70)
shop	chin	thug	shut	when	phop	than	shup	chop	whip	(80)

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #4

INITIAL AND FINAL CONSONANT BLENDS
(real and nonsense)

OBJECTIVE: 1. Reads ______% initial and final consonant blends correctly (untimed).

2. Reads initial and final consonant blends at a frequency of ______ per minute with 2 or less errors.

blop	grap	spud	trip	step	flop	crud	prim	snap	fret	(10)
held	lunt	fond	dasp	wept	tump	belt	ask	gand	junk	(20)
skop	twin	drag	skip	glut	swim	bred	smat	blup	crip	(30)
nift	just	tomp	kept	zeld	gand	sent	pelt	bank	musk	(40)
fret	held	snap	lunt	prim	tomp	belt	gand	trip	spud	(50)
skop	nift	fret	just	zeld	flop	grap	dasp	lunt	crop	(60)
musk	bank	pelt	sent	gand	kept	glut	blop	skip	junk	(70)
grap	lint	snap	ask	pelt	zeld	bred	smat	blup	stat	(80)

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #5

SILENT E
(real and nonsense)

OBJECTIVE: 1. Reads ______ silent E words correctly (untimed).

2. Reads silent E words at a frequency of ______ per minute with 2 errors or less.

pin	cute	mat	cote	pine	cut	rob	mate	dim	mat	(10)
dime	cot	lat	robe	hid	late	dat	vote	hide	date	(20)
vot	hot	jet	lut	mat	hote	jete	lute	mate	not	(30)
rat	vip	note	pin	rate	pine	rob	vipe	cut	robe	(40)
cute	dim	lat	dot	time	hot	Tim	mate	vip	hote	(50)
mat	pin	vipe	cute	mat	cote	pine	cut	rob	mat	(60)
dime	cot	lat	robe	dim	hid	late	dot	vote	dat	(70)
rat	not	date	jet	note	cute	dim	lat	rate	cut	(80)

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #6

LONG VOWEL COMBINATIONS
(in isolation and real words)

OBJECTIVE: 1. Reads ______% long vowel combinations in isolation and real words correctly.

2. Reads long vowel combinations in isolation and real words at a frequency of ______ per minute with 2 or less errors.

ai	ee	oa	ea	ay	ue	ai	oa	ee	ay	(10)
aim	day	oat	eat	Sue	eel	ray	due	aid	oak	(20)
goat	meat	play	blue	train	keep	coat	feat	loan	mail	(30)
beam	toad	rain	deep	gray	true	clay	soap	beat	nail	(40)
paint	steam	meek	clay	boat	slay	loan	team	play	stay	(50)
bail	loan	feat	coat	keep	train	blue	play	meat	goat	(60)
stay	team	beam	toad	rain	deep	gray	true	clay	soap	(70)
goat	meat	play	blue	train	keep	coat	feat	loan	mail	(80)

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #7

VOWEL DIGRAPHS AND r CONTROLLED VOWELS
(phonograms) in isolation

OBJECTIVE: 1. Reads _______% vowel digraphs and r controlled vowels in isolation.

2. Reads vowel digraphs and r controlled vowels in isolation at a frequency of _______ per minute with 2 errors or less.

o͞o	ou	aw	oi	o͝o	au	oy	ew	ow	oi	(10)
er	or	ur	ir	igh	er	ar	ur	ir	or	(20)
igh	o͞o	aw	ur	oy	ir	au	o͝o	ou	ew	(30)
ar	oi	er	igh	o͝o	ar	oy	or	ir	au	(40)
er	igh	o͞o	aw	ur	oy	ir	ou	o͝o	ew	(50)
ar	oi	er	igh	ar	o͝o	oy	ir	au	or	(60)
ew	or	au	ir	oy	o͞o	igh	er	oi	ar	(70)
igh	er	o͝o	ou	oy	ew	ir	ar	er	oi	(80)

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #8

IRREGULAR WORDS

OBJECTIVES: 1. Reads _____% of irregular words correctly (untimed).

2. Reads irregular words at a frequency of _____ per minute with 2 errors or less.

away	three	little	said	my	help	find	come	blue	where	(10)
yellow	for	you	jump	down	is	the	here	go	look	(20)
make	all	good	have	are	want	ride	please	our	news	(30)
out	was	like	must	came	saw	who	did	eat	with	(40)
say	that	so	they	be	there	now	soon	went	after	(50)
will	from	could	put	them	when	every	know	just	how	(60)
again	give	over	any	some	live	then	as	take	were	(70)
fly	because	use	sleep	many	gave	does	been	its	very	(80)
write	your	made	read	off	best	which	work	their	us	(90)
these	pull	about	much	eight	bring	only	never	laugh	kind	(100)

Educational Resource Centers
Title IV, ESEA
Reading Skills Inventory
Test #9

CLASSROOM READER

SERIES/PUBLISHER________________________________

OBJECTIVE:
1. Reads 80% of selected sentences without error, or
2. Reads at a frequency of _____ per minute with 2 or less errors.

1. Book ______________

Page No.__________

No. Sentences____________________________

%____

Total Words: correct_____ error_____

Frequency _______________________________

2. Book______________

Page No.__________

No. Sentences____________________________

%____

Total Words: correct_____ error_____

Frequency _______________________________

3. Book______________

Page No.__________

No. Sentences____________________________

%____

Total Words: correct_____ error_____

Frequency________________________________

Educational Resource Centers
Title IV, ESEA

BEGINNING SIGHT WORDS
PRE/POST-TEST

NAME________________________

DATE________________________

TEST: PRE_______ POST_______

EXAMINER____________________

OBJECTIVES: 1. Reads ______% beginning sight words correctly (untimed).

2. Reads beginning sight words at a frequency of ______ per minute with 2 or less errors.

for	is	and	the	to	said	one	you	my	where	E-1 (10)
can	a	in	it	me	not	two	I	we	up	(20)
away	blue	down	make	find	here	three	red	play	jump	E-2 (30)
help	big	come	funny	go	little	run	look	see	yellow	(40)
for	can	down	is	make	a	and	find	in	the	Mixed (50)
here	it	to	away	help	me	blue	said	not	big	(60)
one	come	two	you	funny	I	go	little	my	we	(70)

Educational Resource Center

Name ____________

Date ____________

Test ____________

PRIMARY
MOTOR SKILLS SEQUENCE

Body Orientation

____ 1. The student steps sideways.
Teacher says, "STEP SIDEWAYS."

____ 2. The student imitates arm movements demonstrated by the teacher.
Teacher says, "DO THIS," and makes circular and up and down movements with arm.

____ 3. The student touches nose.
Teacher says, "TOUCH YOUR NOSE."

____ 4. The student opens and closes his hands following teacher demonstration.
Teacher says, "DO THIS," and opens and closes hands.

Gross Motor

____ 5. The student runs (faster than student's walking pace).

____ 6. The student runs 10 yards with correct posture: i.e., body erect with slight forward lean, eyes forward, weight on toes and arms swinging forward and back rather than across body.

7. The student rolls inflatable 12-inch diameter playground ball (approximate size) and hits a 12-inch square target placed on floor. (Score a and b separately.) (Student may use two hands.)

____ a. Rolls ball 6 feet and hits target.
____ b. Rolls ball 12 feet and hits target. (If yes, score yes for a and b.)

Scoring: Score yes if ball hits any part of the 12-inch target in one of two trials.

8. The student tosses a foam ball (size of tennis ball) underhand and hits a 12-inch square target 4 feet above the floor. (Score a and b separately.)

____ a. Tosses ball 6 feet and hits target.
____ b. Tosses ball 12 feet and hits target. (If yes, score yes for a and b.)

(Scoring: Score yes if the student hits any part of the target in one of two trials.

9. The student tosses a foam ball (size of tennis ball) overhand and hits a 12-inch square target 4 feet above the floor. (score a and b separately.)

____ a. Tosses ball 6 feet and hits target.
____ b. Tosses ball 12 feet and hits target. (If yes, score yes for a and b.)

10. The student catches a 12-inch diameter ball tossed underhand (Score a and b separately.)

____ a. Ball tossed from 6 feet.
____ b. Ball tossed from 12 feet.

Scoring: Score yes if the student catches the ball in one of two trials, with either one or two-hand catches acceptable.

11. The student steps over a yardstick without touching the bar or falling down. (Score a and b separately.)

____ a. Steps over an ankle-high bar.
____ b. Steps over a knee-high bar.

Scoring: Score yes if the student steps over in one trial.

12. The student jumps from a standing position over a bar. (Both feet must leave floor at same time without touching the bar or falling down.) (Score a and b separately.)

____ a. Jumps over an ankle-high bar.
____ b. Jumps over a mid-shin-high bar.

Scoring: Score yes if student jumps over bar on one trial.

13. The student ducks under a bar. (Score a and b separately.)

____ a. Ducks under a bar at nose height.
____ b. Ducks under a bar at chest height.

Scoring: Score yes if student ducks under bar on one trial.

____ 14. The student walks around obstacles: i.e., chairs or through doorways without collision 90 percent of the time. Teacher should score from first-hand knowledge.

____ 15. The student, while in a standing position, can squat and stand again without losing balance or moving feet in one trial.

16. The student walks upstairs, at least three steps, alternating feet.

____ a. Walks with support.
____ b. Walks without support.

(If yes, score yes for a and b.)

17. The student walks down stairs, at least three steps, alternating feet.

____ a. Walks with support.
____ b. Walks without support.

(If yes, score yes on a and b.)

18. The student walks on a line 2 inches wide.
(Score a and b separately.)

____ a. Walks forward for 4 steps.
____ b. Walks backward for 2 steps.

Scoring: Score yes if any part of student's foot touches line with each step.

____ 19. The student stands on tiptoes for a minimum of 3 consecutive seconds.

Scoring: Score yes if both heels are off the ground for 3 consecutive seconds.

____ 20. The student stands on one foot with the other foot approximately 2 inches off the floor for 5 seconds.

21. The student touches index and second fingers one at a time with thumb. (Score a and b separately.)

____ a. Touches first two fingers of right hand with right thumb, one at a time.
____ b. Touches first two fingers of left hand with left thumb, one at a time.

____ 22. Child bends forward from waist, reaches with fingertips touching toes. Knees are straight.

Mainstreaming Education for Oregon Schools, K-3

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PLEASE RESPOND so that your views can be considered as we plan future publications. Simply cut out the form, fold and mail it back to us. We want to hear from you!

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___ Less than half
___ Just skimmed

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___ Other

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